DOCUMENT RESUME

ED 148 531 RC 010 264

AUTHOR Fornander, Garold A.
TITLE Report on Mitchell Senior Seminar 1973-74.
PUB DATE 29 Jul 74
NOTE 134p.; MA Report, University of Colorado, Colorado Outward Bound School

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS Activities; Consumer Economics; Costs; Creative Activities; Criminal Law; Cultural Differences; *Curriculum Development; Educational Objectives; *Experimental Programs; Life Style; Marriage; *Outdoor Education; *Program Descriptions; *Program Evaluation; Program Planning; Resource Materials; *Secondary Education
IDENTIFIERS *Experiential Learning

ABSTRACT

Describing and evaluating an experimental program in experiential education conducted during the 1973-74 school year at Mitchell High School in Colorado Springs, Colorado, this paper includes: a discussion of program planning and development; a report on the operation of the Seminar; a discussion of the evaluation process and results; and a summary of views and recommendations. The program's curriculum booklet is appended and each of the seven learning blocks is presented in terms of: overall description; structure; objectives; activities; materials and resources; films and filmstrips; and cost analysis. The learning blocks are identified as follows: Living with the Earth (American pioneer existence); Dollar Power (financial responsibilities after graduation); Outdoor Challenge (academic learning in the out-of-doors); Why Man Creates (direct involvement with creative people and in creative endeavors); Becoming Partners (assessment of needs and personalities re: marriage); Crime and Punishment (awareness of criminal justice in the U.S.); and Other America (exposure to cultures and life styles outside mainstream America). As described here, program evaluation involved student, staff, observer, and statistical assessment (Tennessee Self Concept Form, School Climate Survey, and Student Description Form administered on a pre- and post-test basis); and indicated "resounding" success, though recommendations call for minority student recruitment, block evaluation formats corresponding to the final evaluation format, improved communication with outsiders, new staff development, etc. (JC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148531

REPORT ON

MITCHELL SENIOR SEMINAR
1973-1974

Master of Education Report
University of Colorado
Colorado OUTWARD BOUND School

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Garold A. Fornander
26 July 1974

RC010264

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Garold A. Fornander
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

JAN 1978
ERIC/CRESS
RECEIVED

Preface

Report on Mitchell Senior Seminar is the documentation and evaluation of the 1973-74 Mitchell Senior Seminar in Experiential Education at General William Mitchell High School, El Paso County School District 11, Colorado Springs, Colorado--an analysis of an experimental program of interdisciplinary experiential education. Many of the thoughts and conclusions included here have come from other members of the staff of the Mitchell Senior Seminar, and I wish to acknowledge their assistance. The paper as a whole, however, is based on my individual perceptions and reflects my own views. Other members of the Seminar staff do not necessarily concur with all of the opinions and recommendations presented in this paper. Moreover, this is not an official document of El Paso County School District 11, nor of General William Mitchell High School, nor of the Mitchell Senior Seminar in Experiential Education.

The paper begins with a discussion of events leading to the conception of the Seminar, and details the planning and development of the program. Next is a report of the operation of the Seminar. A discussion of the evaluation process follows, and the results of the statistical research that was part of the evaluation are presented. A summary of views and recommendations is included at the end of the paper.

In order to place this report in a proper context, this preface concludes with a brief description of the Seminar as written by Larry Haise.

THE SENIOR SEMINAR IN EXPERIENTIAL EDUCATION
General William Mitchell High School
1973-74

During the first semester of the academic year 1973-74, Mitchell High School carried out an experimental program in "experiential education." This term denotes an approach to learning which recognizes the world outside school walls as a total learning environment, and which says that when a student is immersed fully in some kind of experience, he is most likely to see how learning comes to involve the whole being--and how it can sometimes even be exhilarating. We have assumed from the beginning that an experiential dimension in a student's education may well stimulate renewed interest in classroom and personal study. The purpose of the program as we conceived it, therefore, was not to replace classroom learning, but to supplement and enrich it, and to help students realize how much past learning in the various disciplines comes together in most experiences of life. A main feature of the Seminar all along has been what we feel is an intensity and depth of involvement for the individual student that is difficult to achieve in usual classroom settings. Bound together in small groups in extended learning situations, students have been urged to cooperate well in solving problems, to come to terms with their potential as leaders, and to develop attitudes and values which help make them effective citizens of their society and world. We believe the upsurge in motivation for learning we have witnessed in many Seminar students will carry into their later lives, resulting not only in increased awareness, but also in a general openness to experiences of all kinds.

More specifically, the Senior Seminar offers a series of learning "blocks," each lasting roughly three weeks, to a total of 50 students whose only school obligations are those dictated by the program. In a few instances, students are permitted to carry, in addition, independent work for credit in specific disciplines, but in most cases five interdisciplinary credits are awarded for successful completion of the Seminar. At every step of the way, students, teachers, and the program are evaluated by a variety of means other than grades.

What follows is a sketch of each of the learning blocks in the Seminar:

The Living with the Earth unit is in itself an experiment, an attempt to live close to the level of existence experienced by American pioneers. The setting for this experience is an abandoned ranch site near Westcliffe, Colorado, where students have the opportunity to learn some basic rural skills: doing without running water and electricity, slaughtering and preserving meat, grinding grain, cooking and baking on a wood stove, canning, chinking cabins, making candles and soap, quilting, and so on. As such the ranch block creates an amazing opportunity for learning history firsthand. Students also become involved in the regular work on a modern ranch nearby and gain exposure to life in a small rural community. An established part of the experience, in addition to readings in history and country matters, is direct exposure to old-timers and other knowledgeable people in the area, with the opportunity to collect facts and impressions as "oral history."

The Dollar Power unit focuses on the major financial responsibilities students will face upon graduation. Although the emphasis is on actual problem solving and field experience, a series of speakers provide knowledge and expertise in a variety of money-oriented concerns of our society: taxes, savings, loans, investments, insurance of all kinds, housing, and general consumer awareness. Students gain credit by successfully completing a number of money problems as well as by undertaking a long-term project of personal discovery.

Outdoor Challenge attempts to merge academic learning, which can easily be staged in the out-of-doors (such as astronomy, ecology, geology, map-reading and orienteering, and creative writing), with a physically and psychologically demanding experience in the natural environment. Trips have been worked out in the Gore Range-Eagles Nest wilderness area of Colorado and in the Grand Canyon. The highlight of the Grand Canyon experience, of course, is the geology, though there is some emphasis on the study of Indian culture on the way to and from the canyon, particularly at Mesa Verde.

In the Why Man Creates block, students are urged to consider themselves as potentially creative persons. By becoming directly involved with creative people in the Pike's Peak region, in everything from photography to environmental design and creative dramatics, or from advertising to weaving and sculpture, students have the chance (under professional guidance) to try creative activities they have never done before. In addition, students attend a stimulating series of events in the arts and culture available both locally and in Denver. This year a symphony concert, a Shakespeare play, and various dance and musical performances were part of the fare.

Becoming Partners, the briefest of the Seminar units, explores the subject of marriage. Bringing together a number of experts from the community and elsewhere, students are encouraged realistically to assess their own needs and personalities as regards the marriage prospect--to come fairly toughly to grips with the demands an intelligent and creative marriage carries.

The Crime and Punishment unit attempts to develop in students an awareness of the various phases of the criminal justice system in the United States, particularly as they are worked out in the Colorado Springs region. Students learn the functions of law enforcement agencies, the courts, the district attorney, adult and juvenile probation departments, the public defender and legal aid attorneys, the State Parole Board and the system of corrections. They also gain exposure to the points of view of criminals themselves. All of this is accomplished through personal research and direct experiences within the agencies involved. Along with learning the functions of these various "arms" of the law, students become aware of the problems unique to each and the larger problems facing society in regard to crime.

The Other America unit endeavors to provide students some direct experiences with cultures and styles of living outside the mainstream of middle class America. Live-ins and exchanges, in addition to readings and tours, are the main vehicles for working out these experiences. For the purposes of this unit the following categories of people are considered parts of the other America: children, elderly persons, blind or otherwise handicapped persons, mentally retarded persons, members of communes or minority groups such as blacks, Chicanos, or American Indians.

This, then, is a summary of the content and purposes of the Mitchell Senior Seminar. It has been a successful experiment and will continue to be a part of the total educational program at the school.

The Senior Seminar staff--

Gary Fornander
Nancy Pardee
Ron Gager
Larry Haise

Table of Contents

	page
Mountain Club	2
Minicourse	3
Exploring Possibilities	4
Two Differing Concepts	5
Discouragement	6
Money and Staffing	8
Writing	11
Catching Our Breath and Mending Fences	12
Recruiting Students	13
Trash-A-Thon and Costs for Students	15
Student Teachers	16
Supervision	17
PROPOSAL	18
OPERATION OF PROGRAM	20
Retreat	21
Rules	22
Living With the Earth	24
Outdoor Challenge	27
Crime and Punishment	29
Why Man Creates	31
Becoming Partners	31
Dollar Power	32
Spaceship Earth	33

(Table of Contents continued)

The Other America 34

Budget 35

Transportation 36

Meeting Space 37

Senior Seminar Newspaper 38

Next Year 38

EVALUATION OF STUDENTS 40

EVALUATION OF PROGRAM 42

Statistical Research 44

Recommendations on Evaluation of Program 50

SUMMARY OF VIEWS AND RECOMMENDATIONS 52

List of Appendices

Appendix A	Senior Seminar 1973-74 proposal
Appendix B	Reports on Evaluations and Observations
Appendix C	Senior Seminar Newspaper

It is difficult to identify the exact beginning of the Mitchell Senior Seminar in Experiential Education since it developed after many influences over a period of several years. There were several people on the Mitchell High School staff who, for some time, had been interested in the kinds of activities that we have come to call "experiential education." The first spark was generated by the outdoor based activities initiated by the Colorado OUTWARD BOUND School in its work with the Colorado Springs Public Schools (El Paso County District 11). The four of us who eventually developed and staffed the Senior Seminar (Ron Gager, Larry Haise, Nancy Pardee and myself) have each attended the Teacher's Practicum of the Colorado OUTWARD BOUND School. Each of us have been involved, to different degrees and in different roles, in the clinics and training programs that Colorado OUTWARD BOUND has conducted in the Colorado Springs Public Schools. These clinics were initially and primarily wilderness skills programs providing training for teachers. As skills improved more emphasis was placed on the development of curriculum, and model programs were developed involving students. (For the complete story of the involvement of the Colorado Springs Public Schools with the Colorado OUTWARD BOUND School, which reached school board members, administrators, and teachers, consult the Colorado OUTWARD BOUND School.)

The "experiential education" movement in the Colorado Springs Public Schools was made possible by the active support of two key administrators:

Dr. Calvin Frazier, then Deputy Superintendent of Schools (now Colorado Commissioner of Education) and Dr. George Dalgliesh (now Assistant Superintendent for Instructional Services). They were concerned that the Colorado Springs Public Schools take a district-wide approach extending into all secondary schools.

Mountain Club

We organized and sponsored the Mitchell Mountain Club in the fall of 1971. The club was the result of our desire to incorporate mountaineering activities into the school program. However, from the beginning we had a number of additional goals. We wanted the Mountain Club to be only the beginning, not the climax, of our development. We told students at the start that we might eventually phase the club out of existence when and if we reached the point where such activities were a part of the regular school curriculum, not just something to do on weekends. More specifically, our goals were:

1. To prove to students, parents, staff and administration that we could organize and operate a safe, efficient, well-planned program involving challenging activities in the natural environment of Colorado.
2. To demonstrate that there was great student interest in these activities.
3. To demonstrate that there was significant educational value in these activities.
4. To raise money to purchase backpacking equipment for the school.

The Mountain Club was an immediate success. At the first meeting, it became the largest student club in the school--this helped spread information about the club throughout the building. Members of the administration were impressed with the well-organized nature of the Mountain Club and were satisfied with two major areas of their concern, i.e., safety in conducting "high risk" activities and personal conduct on the away-from-school and often overnight experiences. Additionally over the next two years, we were able to raise about $1,500 to purchase equipment.

Minicourse

In the 1972-73 school year, another step was taken. As part of a minicourse program initiated at Mitchell High School the previous year, Ron Gager, Larry Haise, and I developed a Mountaineering Leadership Minicourse. Our intent was to develop in students the ability to assist us in leadership roles in the Mitchell Mountain Club, and to enable them to become more competent in organization of their own outdoor activities. Some of the students who signed up for the course were experienced campers; several were active in the Mountain Club; others were complete novices. The courses, which lasted one quarter each, incorporated the theory and philosophy of mountaineering, mountaineering safety, and field experiences.

The staff believed that a primary function of the Mountaineering Leadership Minicourse was to establish the "academic" validity of such a program. The students received elective academic credit equal to that given for any other course of comparable length. It is important to note that the credit was given for the complete experience, not merely the reading and writing facet of the program.

By the fall of 1972 as the Mountaineering Leadership Minicourse was operating, we had already met many of our original goals. For example, we had attracted the interest of several Mitchell staff members. We had also generated a large student interest in outdoor activities. We had demonstrated to the school administration and other faculty members that we could operate a safe, well-organized, adventure-based program. We had established programs in both extra-curricular and curricular areas. We had established a precedent for academic credit for experience-based programs. We now wanted to expand into a broader program.

Throughout the development of the "experiential education" movement in the Colorado Springs Public Schools, there had been much concern about developing a district-wide approach. Those of us at Mitchell believed this was the correct approach-vital to the long-term success of the effort. However, by the fall of 1972, district-wide programs included only training clinics and pilot programs. Although district-wide coordination and communication were possible and essential, there seemed to be little chance to establish a district-wide program as it had once been envisioned. The trend in the Colorado Springs Public Schools had been, and remains, toward decentralization (i.e., more autonomy for the individual schools). Resources, financial and otherwise, now are more readily available within individual schools than at the district level. Therefore, we felt that the time had come to initiate programs within schools which would be internally designed, operated and financed. We felt it important that the initiative be taken by individual teachers interested in experiential education. Several of us began to develop a broader plan.

Exploring Possibilities

During the fall of 1972, we discussed the concept of experiential education extensively with other faculty members and with Dr. Ronald Walden, principal of Mitchell High School. These discussions were mostly exploratory--generating ideas, investigating alternatives, and finding what experiential activities interested other teachers.

As stated earlier, our interest was generated by the outdoor adventure activities. However, we were also very interested in experiential learning of a much broader nature. The more we studied the possibilities, the more our interest diversified. We were convinced that all aspects of the regular school curriculum could incorporate experiential components and benefit from them--as indeed some programs already had. What seemed to be needed was: (1) a sharing of ideas, (2) time to plan, (3) expertise in carrying out some of the ideas, and (4) financial and logistical support. We discussed our concept of experiential education extensively with the school administration and attempted to design a way to accomplish the four goals listed above.

Two Differing Concepts

Ideas for establishing a broad program ran to two extremes. In one model, we envisioned a coordinator of experiential education whose role would be to generate ideas, handle logistics and provide technical expertise. This person would work closely with the entire Mitchell staff to help develop experiential components in existing courses and help carry them to fulfillment. For those teachers who had definite ideas with regard to what they wanted to do, the coordinator would only help with logistics (a major problem for the busy teacher) and perhaps provide technical assistance. For example, if the teacher's plan called for a mountaineering experience, the coordinator could provide the expertise required for safety. For other teachers, the coordinator might work closely during initial planning, offering ideas. The coordinator would also have a major task in disseminating information about the program and selling the concept to other teachers.

At the other extreme, we envisioned the alternative semester model based on the concept of the Denver East High School Senior Seminar. A program of this genre would take a group of students and teachers out of the regular school curriculum for a complete semester. Activities would take place primarily in the community surrounding the school.

Since we wanted the concept of experiential education to gain as wide a circulation as possible within the school, the problem became "how best to go about it." These two plans--the one attempting to add experiential elements to existing courses, the other setting up a clearly separate program--were our basic alternatives. An advantage of the former would be that many students could be introduced to experiential learning, though perhaps somewhat sporadically; the appeal of the latter (separate) program was the possibility for a sustained, concentrated experience among a selected group of students and teachers. We spent a great deal of time discussing various combinations of these models.

Through the fall of 1972, we developed a number of schemes and conveyed them to Mitchell's principal, Dr. Walden. Every time we had two major problems: money and staffing. As with almost any new program, money would have to be diverted from somewhere else to get it started, and some shuffling of staff would be necessary to carry it out. We did establish the possibility of a half-time assignment for one teacher to coordinate an "experiential education" program.

Discouragement

At this point we became very disheartened. If we chose the school-wide model, we would gain a broader involvement of other staff, but no new funds would be available for programs. Outdoor equipment for such activities as needed it would be available through the Mitchell Mountain Club. Other needs, however, such as books, expendable items and transportation, would have to come from existing departmental budgets. In our initial stages of development, we were certain that in most departments it would be difficult to divert funds from existing activities to experiential activities. We hoped that such support would follow more easily as the value of such programs was demonstrated, but we felt it essential to have other funds available to begin the activities, to provide models generated by Mitchell staff within the school. The second major problem was our unwillingness to accept only a part-time coordinator. It would be a time and energy consuming position. Our experience with the Mountain Club and the Mountaineering Leadership Minicourse had convinced us that such positions tend to become full time commitments. It would involve occasional extended absences from the building, which would disrupt the person's other assignment--a major problem throughout the previous few years of Outward Bound programs in the Colorado Springs Public Schools. Dr. Walden indicated that he could not justify a full time coordinator. None of us were interested in the position on a half time basis. (Other people at other schools were apparently successful with this--but we at Mitchell did not want to try it.)

One reason was that we had always been keenly interested in the alternative semester model. We felt its major advantage was that it would be an extensive demonstration of what was possible in experiential education. It would develop a great deal of expertise in those teachers involved in the program, and could provide stimulation for other programs. It should have a definite influence on the rest of the school. Indeed, we felt such a program would not be ultimately successful if it did not have a substantial spin-off factor. The alternative semester model could also ease the staffing problem. If many students were in this program, fewer teachers would be needed for the remainder of the school curriculum. Thus staffing the program would be no more expensive than staffing any course. Furthermore, it would not cause other teachers to have larger classes. However, the staffing would definitely become a problem if we did the program only one semester: What would we do with the Seminar staff the other semester? There would have to be a reshuffling of staff at mid-year to return the Seminar teachers to the regular school program. To avoid such a disruption, we might be forced to run the program both semesters, a prospect we did not want to face the first year because we wanted a semester away from the program to review, revise and reorganize before going ahead.

The biggest problem with the Senior Seminar model, however, seemed to be cost. We were aware of the cost of the Denver East Senior Seminar and knew that a large sum of money came from their district office. All of our discussions throughout the fall convinced us that we could get little support from Mitchell or from the central office. We had also committed ourselves philosophically to designing a program that was financially stable and would not be threatened each year by budget cuts. At this point we felt the Senior Seminar model was much to costly for us.

Money and Staffing

In January, 1973, we put the two basic models into writing--a brief description with advantages and disadvantages listed for each. We were very reluctant to launch a major curriculum writing project until we saw a reasonable chance for funding. And after once again discussing the concepts with Dr. Walden, we were still very discouraged. The problems remained money and staffing.

In early February, 1973, we were still stalled on the money problem. I had been discussing our ideas with Dr. Robert Godfrey, who was directing the Colorado OUTWARD BOUND School's involvement in area schools. He suggested that I talk to Joe Nold, Director of Colorado OUTWARD BOUND, as Mr. Nold's expertise in developing programs could give us a much better picture of the finances needed. That meeting was extremely encouraging.

As stated earlier, our intention from the first had been to keep our program costs low. Thus, our plans called for staying close to home--using Colorado Springs for all of the urban phases and nearby areas for the outdoor phases. With those parameters, Mr. Nold estimated the cost of the Senior Seminar model at a fraction of our initial estimate. Suddenly, the budget appeared to be within reach.

We immediately began to tie down more details and estimated the budget for a program involving sixty to eighty students at $4,000 to $5,000. By asking students to assist us by raising $50 each, that budget was attainable. We took our new estimate to Dr. Walden. He was immediately interested, and with a workable program in sight, he indicated that he could provide some financial support.

The next step was to solve the staffing problem. For the Senior Seminar model, we were working with the idea of four staff members. We wanted to avoid getting so large as to be unwieldly, yet we wanted enough people to provide varied viewpoints, flexibility in staffing, and the creative energy that several people stimulating each other would provide.

We wanted to operate the program only one semester for the first year. This would give us time to evaluate and revise (and rest the staff!) without immediately plunging into a second semester. But such a plan created the problem of what to do with us the second semester. We came up with a simple solution: The entire Seminar staff could take a leave of absence for the second semester. While the Senior Seminar operated during the first semester, four teachers would be assigned to it. With the four staff on leave second semester, there would not have to be a reshuffling of staff at mid-year to accommodate those four teachers. Also the enrollment of Mitchell always drops second semester. In fact, about 100 students were expected to graduate early at mid-year. Because staffing is based on enrollment at the first of the year, the result is that the school is always over-staffed second semester. The Seminar staffing arrangement would provide the teachers when they were needed, but would remove four teachers second semester when they were not needed. When Seminar students returned to regular courses second semester, they would simply be taking positions left open by others who had left. No undue burden would be placed on other teachers; the school, in fact, would probably still be over-staffed.

The Senior Seminar, using four teachers for one semester, would take the equivalent of two full-year teachers. With the flexibility of staffing unique to Mitchell because of modular scheduling, and with some natural turnover of staff, the two-teacher equivalent could easily be found by reduced staffing in other departments (which would have a drop in enrollment because of the Seminar) without a forced change of assignment for any other staff member.

The leave of absence plan would certainly solve the staffing problem. The four of us immediately chose to do so. The idea to take a leave of absence came from us--it was not imposed on us by the administration. (In fact, they did not think we were serious about it for quite a while.) Although we probably would not have been able to initiate the Senior Seminar in the fall of 1973 any other way, it was our desire to begin it this way that resulted in the go-ahead decision.

Senior High schools in District 11 in 1973-74 were staffed on a 18.3 : 1 ratio. Out of that, of course, came administrators, counselors, and support personnel. Thus, the effective student/teacher ratio we considered was about 20 : 1. On that basis, with four staff we needed about eighty students. Dr. Walden agreed to go below that number for the first semester of the program, feeling that it was justified for such an experimental project. The enrollment we aimed for, then, was about sixty students and that figure was reached.

Having solved the staffing problem, we returned to the issue of the budget. We planned to ask students to commit themselves to helping us raise $50 each, which would bring a total of $3,000. Dr. Walden pledged $1,000 in program development funds from Mitchell High School, and we eventually received another $1,000 from the district administration, giving us a total operating budget of $5,000.

Within a week, Dr. Walden presented the revised conceptual proposal to the Colorado Springs Public Schools Administrative Council, consisting of the Superintendent, the Deputy Superintendent, and the Assistant Superintendents. They gave tentative approval, meaning approval to proceed with planning and development.

Writing

The newly formed staff then began an intensive period of curriculum writing, receiving some released time and some compensation, but writing was done mostly at night and on weekends. During this period we sought input from other staff members, particularly concerning resources. We especially sought the advice of a few key individuals. Unfortunately, this "reaching out" was somewhat limited by our constraints of time and energy.

By early April we had a draft of the curriculum proposal, including philosophy, objectives, structure, activities, and resources. The draft was circulated for comment and additional input. With this feedback, we undertook a revision and expansion. The completed proposal/curriculum booklet (We still do not know what to call it.) is included with this writing as Appendix A. This document was presented to the Administrative Council in mid-April, 1973.

They in turn gave official approval to the program and pledged $1,000 of district funds.

Catching Our Breath and Mending Fences

The hectic pace at which we were forced to operate during the writing of the curriculum (especially during March and April) certainly caused some problems. Although we attempted to keep the rest of the Mitchell faculty informed on what we were doing, we fell far short of what was needed. This lack of information bred many mis-conceptions and false rumors about the Seminar. For example, many people got the impression that we planned to trek through the mountains for an entire semester. We had to work through the proposal patiently with these persons to demonstrate to them that only ten days out of a total of ninety would be spent in the mountains, and that most Seminar experiences would be in an urban environment. Also, we were unable to get active involvement from as many faculty members as we had hoped. While this was partly due to our time restraints, we undoubtedly exhibited a defensiveness that negatively affected others. Several people whom we expected to be very helpful, and from whom we actively sought assistance, gave little or no help.

With the demands of the mid-April deadline past, we realized the need for an intensive communications effort to inform the Mitchell staff about the Senior Seminar proposal. We made ourselves available as much as possible to answer questions. We held a series of open meetings for the faculty (unfortunately, poorly attended). During the writing of the proposal, we had set up a Faculty Advisory Committee for the Senior Seminar, with several purposes: (1) to increase faculty input into the Seminar; (2) to facilitate the flow of information to the rest of the faculty; (3) to provide feedback to the staff as to how the Seminar was being accepted; and (4) to serve as one of several sources of assessment of the program.

Recruiting Students

At this point we had an officially approved program. What we still needed were students. Our desire was to draw a representative cross-section of the Mitchell student body. To that end, we devised application forms. We ended up taking everyone who applied.

There were several serious problems with recruiting. First, by the time we received official approval for the Senior Seminar--and could begin publicizing it--students had already registered for classes for the 1973-74 school year. This presented a big problem in informing students about the Seminar, inducing them to go through the process of changing registration, convincing parents, etc. To publicize the Seminar, every technique we could think of was used. Several counselors were extremely helpful. Many teachers let us come into their classes to explain the Seminar, and many other teachers talked favorably of the program in their own classes. The most effective technique, however, was our own contact with students. Most of the students who enrolled had been in a regular class with one of us previously.

The second factor which limited our enrollment was that the Seminar required an unusual commitment of time and energy from the students. It meant extended periods out of town, irregular hours for in-town blocks and a great deal of flexibility in scheduling. Students in athletics had particular difficulties, although we were able to work out satisfactory arrangements with several students. In addition, it was very difficult for students to hold part-time jobs during the

Seminar, though most employers were cooperative in accommodating irregular schedules.

A third recruiting problem--although we felt it was a programming strength--was the fact that students received five (ungraded) interdisciplinary credits. This meant that the credits counted as general elective credits toward graduation, and were not assigned in specific departmental areas (e.g., Science, English, Social Science, etc.). There were both practical and philosophical reasons for such an arrangement. The practical problem was that to award credits in a specific department, the "course" had to be approved by the appropriate curriculum committee. Such approval would undoubtedly have taken a great deal of time, which we simply did not have in the spring of 1973. We would have had to follow the process through five separate committees. Also, in our initial inquiries for such an attempt, we seriously doubted that we would get approval from several of the committees without a major revision of the proposal and a significant compromise in our goals and objectives. We felt such changes would be a retreat from the philosophy which underlies the entire program. We wanted to maintain the truly interdisciplinary nature of the Senior Seminar without the labeling of particular blocks for specific credits.

The decision about credits meant that a student who needed specific credits for graduation could not get them in the Seminar. Unfortunately, this eliminated many students. Enrollment was thereby limited to those students who had already completed specific graduation requirements, or could do so second semester. This meant that the students who enrolled in Seminar were predominantly "good" students who were already fairly successful in school. Even though this resulted in an unrepresentative group, we did not object too much. This factor rendered a higher probability of success, which we welcomed for our first year.

By fall before the program began, we had the normal drop and add experiences, leaving us with fifty students to begin the semester. We thought it significant that we also ended with fifty--not one student dropped out of the Seminar.

Trash-A-Thon and Costs for Students

As mentioned earlier, each student enrolling in the Seminar made a commitment to raise $50 to finance the program. We provided ways for them to earn the money, principally through the "Trash-a-thon." The Trash-a-thon operated the same way as a walk-a-thon. Students solicited pledges of x-cents per mile walked, then picked up trash along the twenty-mile route. The Trash-a-thon achieved several objectives. First, it provided an activity for everyone to earn the necessary $50. Thus, no one was eliminated from the program for inability to pay. Second, almost all the money was raised in a single day of activity--an important factor for a busy staff. (Of course, additional staff time was necessary to organize the event and collect the money.) Third, the Trash-a-thon was our first group activity. For this reason, we strongly urged all students to participate and not simply to pay the $50 out of their (or their parents') pocket.

To anyone considering a Trash-a-thon, some advice is warranted. First, twenty miles is too far! Try ten miles. Second, set some kind of expectation level concerning how much trash will be picked up. This avoids hassels between "loafers" and the "martyrs." Using gunny sacks, a full sack between each check point--every 2.5 miles--is reasonable.

Other financial commitments for the Seminar students were food costs for the out-of-town blocks, insurance, and a good pair of hiking boots for the Outdoor Challenge block (also useful on the ranch for the Living with the Earth block).

Food: We charged each student $2 per day for the periods we were out of town, about ten days each for the Outdoor Challenge block and the Living with the Earth block. We felt this was a reasonable estimate of what it would cost their parents to feed them in town. In cases where this fee created a hardship, we reduced it to whatever the family could pay. The $2 per day provided exactly what was needed this year.

Insurance: An insurance plan is available to all Colorado Springs Public school students who wish to purchase it through the Gates-Stone Insurance Company in Denver. We required students either to purchase this insurance or provide a statement from parents indicating that they had comparable coverage. Because of the unusual nature of some of our activities, such as rock-climbing, and our irregular hours when "school" may be in session at midnight, we felt the standard policy might not have been adequate. We contacted Gates-Stone directly, and they very willingly worked out a policy especially designed for the Mitchell Senior Seminar, at the same cost as the standard district policy ($4 per year).

Boots: A good mountaineering hiking boot is essential for the Outdoor Challenge block which involves such activities as rigorous hiking in the high mountains of Colorado. Cost for an adequate pair is currently at least $35. Each student had to provide his/her own boots. A local mountaineering store willingly arranged a Senior Seminar Day, giving a fifteen per cent discount to our students on the purchase of boots.

Student Teachers

We assumed from the beginning that each Seminar teacher would cooperate with a student teacher, effectively doubling the size of the Seminar staff at no additional cost. It was apparent to us also that the success of the Seminar depended upon getting high quality people. We contacted Dr. Warren Brown of the School of Education at the University of Colorado at Colorado Springs. The School of Education at UCCS offers a unique alternative called the Teacher Education Program (TEP). The primary thrust of TEP is to give potential teachers extensive first hand experience with children, not only through student teaching, but throughout their training experience. Students from such a program could fit into our needs, either formally as student teachers or in another phase of their experience. Dr. Brown helped us recruit from the TEP students.

The Mitchell Senior Seminar imposed exceptional demands on these student teachers. It required a full eighteen week semester of time, rather than the normal eight week student teaching experience; it meant irregular hours (several ten day periods out of town, many evenings and weekends); and the people had immediately to assume the responsibility of full staff members--there would be no time for a warm-up or observation period. We were fortunate to obtain the help of four excellent individuals. These four persons--Sallie Michel, Lois Morey, Linda Schroeder, and John Spink--exceeded these demands.

Supervision

The Senior Seminar was generated completely by a group of teachers; from the time the four of us committed ourselves to the concept and received acceptance of the basic plan, it was a team effort to write the proposal. In the writing and planning stage, each made meaningful contributions. Our plan throughout was to maintain a four member, co-equal team. We designated no coordinator/director/manager--in fact, we specifically rejected the idea. Prior to the beginning of the Seminar in the fall, we had been urged by several people to designate such a manager. Again discussing the issue, we again chose not to do so because we felt we could operate on a shared leadership basis and wanted to prove it. At this point we were also committed to a schedule which would not allow one staff member to bear a lightened instructional role. Thus, assuming a major management position would have to be an additional load upon what we knew would be an intense semester anyway.

When the proposal received official approval from the District Administrative Council, we were officially established to begin in the fall of 1973, and Dr. Walden designated Assistant Principal Jerry Hughes as the administrative member with direct responsibility for the Senior Seminar. Mr. Hughes was then our direct liaison with the Mitchell and district organization.

PROPOSAL

Throughout the developmental period of the Seminar, we had spent many hours of discussion about what we wanted to do. As we began to write the proposal, it was necessary to formalize our philosophy into a written work. It was therefore a process of clarification for ourselves which resulted in a position statement to present to others. This became the Overall Philosophy and Goals section of our formal proposal (see Appendix A).

In our many discussions about a possible Seminar, we had explored many ideas for potential "blocks." As we started the writing process, we began a concurrent process of crystalizing these ideas, identifying objectives, establishing a basic structure, choosing general activities, then fitting all of this into a general logistical schedule and establishing a budget. From our initial ideas we had to choose those blocks which would finally go into the proposal. Some blocks fell into shape naturally. Outdoor Challenge, essentially an abbreviated Outward Bound course with emphasis on geology, ecology, and history, was easy to plan. Others began with vague ideas, developing slowly and tentatively. For example, we began with a feeling that we should do "something" to expose seniors to the financial responsibilities they would face upon graduation in a few short months. This feeling developed into the Dollar Power block. We sought to offer a balanced program with a wide variety of experiences, placing emphasis on a high level of direct student involvement. The result was the eight units outlined in our proposal: Living with the Earth, Outdoor Challenge, Crime and Punishment, Why Man Creates, Becoming Partners, Dollar Power, Spaceship Earth, and The Other America. (See Appendix A.)

As the plans for each block took form, we began with a Description. The Description was a narrative of our vision of the block, touching on the kinds of activities we foresaw, and supplying more detailed philosophy and goals for that particular block. This was followed by the Structure section, which stated the length of the block, the number of students and teachers participating at one time, and the basic approach to the unit.

Next came the Objectives. General objectives were primarily affective in nature. This represented the major thrust of the Seminar and our underlying approach to education. Many of the specific objectives, and also the list of activities and resources, indicated that we were also interested in cognitive goals. But we wished the content of the Seminar to be an outgrowth of experience. More specific cognitive objectives, therefore, were left to be developed within individual blocks throughout the Seminar. In actual practice these objectives were further individualized by the different staff members, the uniqueness of students, the opportunities opened to us at various times, and the limitations of a constantly changing environment (whether urban or rural) in which we immersed ourselves for each block.

The list of Activities for each block we regarded as very tentative. Some of the activities were fairly definite; others were quite possible but not necessarily decided upon; still others were hopes for which we had not yet established contacts and made arrangements. We knew that some of the projected activities would not be possible at all times of the year and would depend upon a wide variety of unpredictable events. We intended to capitalize, however, on whatever events and situations presented themselves as the semester progressed.

The Resources listed in the proposal were simply the list we were able to put together in the brief period of time while writing the proposal. They included print and non-print media, human resources (groups, officials, and individuals), institutions, the natural environment, and whatever else we were familiar with, had heard about, or had suggested to us. Certainly, we would not use all of the resources. It was merely a list of possibilities--our first attempt to determine what was available in the community to draw from.

The Cost Analysis of each block was simply the best estimate we could make based on the general kinds of activities we anticipated. When uncertain, we entered a high estimate. The largest cost factor for most blocks was transportation. A separate section discusses our transportation problems.

OPERATION OF PROGRAM

As the spring of 1973 drew to a close with the Seminar set to begin in fall, 1973, we had students, staff, about $5,000 and our curriculum proposal. Although the proposal outlined specific goals and objectives and possible resources, the blocks remained basically concepts with the details yet to be developed. Although some work was done over the summer in expanding ideas, developing new resources and making new contacts, most of the details had to wait until the fall.

The full staff, four Mitchell faculty and four student teachers, met in August a week before school began to resume planning. Part of this week was used to review and revise the overall structure and to clarify some approaches. Most of that week and the next--a time set aside primarily for teacher planning--was spent with the groups of staff members preparing the details of the first block they would coordinate. As a team we had conceived and designed the overall program, identified objectives, and attempted to plan activities and contact resources. As we approached the actual operation of the blocks, however, they became increasingly individual projects. Within the framework of our proposal, a teacher and student teacher designed a unit according to their personal style, flowing with the opportunities and resources available at the moment.

Retreat

A major change from the schedule listed in the proposal (page 4 of Attachment A) was the addition of a retreat. The schedule called for the first weeks with students to be introduction/orientation sessions, getting organized, getting acquainted, clarifying procedures and establishing rules of conduct. We felt that the best way to accomplish these objectives was by the retreat. All students and staff, therefore, spent four days at the ranch we were to use later in the Seminar.

First of all, a great deal of work was needed to get the old homestead ranch even minimally ready for use on the first Living with the Earth block. Thus, most of these four days were spent in clean-up and repair. The retreat also gave us the chance to finish necessary administrative tasks and paperwork without calling another meeting at school. But more importantly, it proved to be an excellent way to begin to develop the group identity so essential to the program. Students and staff alike felt that we had begun what promised to be an exciting adventure.

As the first activity of the Seminar, the retreat provided one of the singlemost memorable experiences of the entire semester--the slaughter of a heifer that would provide meat for our later ranch groups. As written by Larry Haise, "For city people accustomed to seeing meat wrapped neatly in cellophane at the market, it was a pretty vivid sight, and although it provided one staff member with an instant physiology laboratory, it was also the occasion for a great deal of controversy. Some students were completely overwhelmed and felt we had made the spectacle worse by allowing a kind of carnival atmosphere to build around the event, leaving the cow to die in an undignified manner. Some felt we had no right in the first place to kill the animal, even for the educational purpose. The three-hour discussion held that night on the porch, however, touched on just about every philosophical point imaginable with regard to the value of life, and we feel in the end that that alone was a worthwhile learning experience."

Rules

In addition, the retreat provided an excellent opportunity to establish the "rules" for the Seminar. The staff approached this session with two opposing feelings. On one hand, conduct of students (and staff) was a potentially volatile issue: we would be on extended overnight experiences living in close quarters; we would be working in a variety of unique situations and locations which could easily offer temptations for students; we also knew there to be critics and cynics watching closely for any problems to arise. Although we felt it was unjust, we received pressure from some fellow educators to be even more "hard nosed" about conduct than was the custom in other school experiences. We were urged arbitrarily to establish strict rules. On the other hand, since a major goal of the Seminar was to have students accept the responsibility for their own education, we wished to leave the rules up to them. We felt this could be achieved only if they had the freedom to experience that responsibility. There was, of course, the possibility that if the rules were left to the students. what developed could bring criticism upon the Seminar and thus hurt or destroy the program.

Ultimately, however, we put our faith in the judgment of the students. As a staff, we outlined the basic parameters: Use or possession of drugs was illegal by state law and therefore could not be condoned; alcoholic beverages were for almost all students illegal by state law and for all were prohibited by school regulations; unacceptable sexual conduct was also covered by school regulations. In addition, because the Senior Seminar would be highly visible to the public and would involve much interaction with the community, other aspects of student conduct might become a consideration. The question before us was how to handle such incidents if we encountered them.

After simply stating the above facts, we formed small discussion groups one evening of the retreat. Each group of students developed its recommendations for handling problems, then reported back to the whole group. The reports were unanimous on the following:

1. Any incidence of drugs on Seminar activities would result in immediate expulsion from the Seminar.
2. Any incidence of alcohol on Seminar activities would result in immediate expulsion from the Seminar.
3. Cases of unacceptable sexual conduct should be handled at the discretion of the staff, with expulsion resulting from any serious problems.

The penalites the students set for themselves were severe, but there were no objections. There was no direct pressure on the part of the staff to dictate these rules and penalites. However, the students knew what we hoped for and they reflected that--their rules were exactly as we would have written them. The students of the Senior Seminar realized that we were in a kind of fishbowl, and that many skeptical eyes were on us. They knew that problems of student or staff misconduct could severely or fatally hurt the Seminar. This group of students was, like the staff, very dedicated to the survival of the program.

Living With the Earth

The site for this block was changed from that described in the proposal to a different location a few miles away. Even more secluded, it was homesteaded about 1890 and is comprised of several log buildings that were greatly in need of repair and re-chinking. The renovation, as authentic as possible, was undertaken as a project for the Seminar. "Our" ranch, as we soon began to call it, is part of the Singing Acres Ranch operated by two fine women, Margaret Locarnini and Clara Reida. Their ranch is more modern but still directed toward being as self-sufficient as possible.

Students experienced all kinds of farm and ranch chores. On our site, cabins had to be chinked and some parts reconstructed; a wood burning stove had to be reconditioned and installed; an outhouse hole had to be dug and the outhouse moved. With Margaret and Clara, students were involved in experiences from milking cows to cleaning manure out of sheds; from building corrals and hay sheds to going to a livestock auction to buy calves.

As much as possible, we limited our tools at the ranch to what was available to the pioneers. Likewise with food, we hand-ground our wheat, baked bread in a wood burning stove and ate by the light of lanterns. The meat used on the ranch came from the heifer slaughtered during the retreat. Each group had a quarter of beef to cut up for their use. We also purchased stewing hens to clean and cook. Butter was churned from fresh cream, and eggs were gathered daily. Most groups canned fruit and vegetables during the pre-trip phase of the block. Otherwise, we were restricted to fruit and vegetables that could be stored, and lots of beans and lentils.

To broaden our perspective on the ranch, certain other resources were used. The visit of Mrs. Otto Elze was a fascinating experience for each group. At 81 years of age and a life-long resident of the Westcliffe area, Mrs. Elze was truly a pioneer herself. The experiences she shared with us are a priceless bit of oral history from a primary source.

We designed this block to include not only the ranch itself, but also the experience of the whole Westcliffe community. Thus, in addition to bringing others to the ranch, we ourselves went into the surrounding community. Each group, for example, toured the San Isabel Ranch owned by Doc Ben and Bett Kettle. In addition to a thorough tour and answering any and all questions, they completely opened to us their records on their registered Hereford operation. They were also able to share first hand knowledge of such issues as land development and water rights, relatively recent pressures on the Wet Mountain Valley. On Sunday, we journeyed into Westcliffe to attend one of the many churches. Some students also visited Westcliffe High School--quite a contrast from Mitchell.

These ventures into the community, and logistical problems such as hauling our water by auto from a mile away, meant that our isolation was not complete. The pioneer experience was often interrupted by the modern world. Having mentally prepared themselves for an extended austere experience, the first group at the ranch was disturbed by the intrusions. Realizing it was impossible to be otherwise, later groups adjusted to the contrasts. All groups agreed that both "worlds" were a valuable experience.

The ten days at the ranch could be broken into two segments--a period restricted only to the pioneer experience of the ranch itself, and a period of experiences in the community. However, that would create a major logistical problem in utilizing resources, and we would undoubtedly miss many rare opportunities for learning that do not occur according to a schedule, such as a sick horse that must be taken to a veterinarian or a neighbor in need of help. So the total experience of the ranch and the Westcliffe community will continue to be interwoven.

We had many visitors to our "showy" activities; this was especially true of the ranch. While we welcomed and encouraged these visits, they were somewhat disruptive to the experience. The group experience of living in extremely tight quarters for ten days nurtured an intensity and closeness within the group that, while very positive, tended to grow restrictive. Visitors who dropped in, looked around, and left were particularly resented. Others, who joined in the activities (without taking the opportunity away from the students) were much better accepted. The longer a visitor stayed the less disruptive the visit became and, we feel, the more accurate their assessment of the program could become.

Each group felt particularly rushed on this block--the frenzied preparation, the ten intense days at the ranch, the evaluation upon returning home, then on to the next block. There was little time to feed all of the interests that had been sparked at the ranch or to fill the gaps of knowledge we (both students and staff) had become painfully aware of. Next year, each Living with the Earth block will be lengthened from three weeks to four. It will still consist of ten days on the ranch, but will allow more time for preparation, follow-up and utilization of the Westcliffe community. We want to enrich our experience by going into the community, but we do not want to dissect and analyze the town so much as to destroy the experience.

Outdoor Challenge

Outdoor Challenge was conceived to focus on a ten day wilderness experience in the OUTWARD BOUND style--with an emphasis on those traditional studies which are appropriately staged in the wilds (such as geology, ecology, local history, creative writing, and astronomy). The pre-trip phase included preparation in these studies as well as the logistical hassels of food and equipment.

Two of the groups were taken into the Gore Range-Eagle's Nest Primitive Area. A rugged, challenging range, the Gore offers the variety, and also the convenience, for an excellent ten day course. As the snow began to pile up in Colorado, however, we began to look elsewhere for the later two Outdoor Challenge blocks--the Grand Canyon. Our backpacking there took us from the South Rim to the bottom of the Canyon, up a side canyon for solo and back out. Geology, of course, was a major study. On the way to the Grand Canyon, both groups stopped at Mesa Verde National Monument in southwest Colorado for a tour of the ruins and a visit to the museum.

A note of warning: We sought warmer temperatures at the Grand Canyon. For the group in November, it was a "summer" kind of experience. For the December trip, it was warm in the Canyon itself, but at the South Rim, and at Mesa Verde on the way down, we experienced definite winter conditions. At those places, we were "car camping," so extra equipment could be taken to compensate.

Most of the basic backpacking equipment for this block was provided by the central pool of ninety sets owned by the Colorado Springs Public Schools. Certain specialized equipment that we used (e.g., ropes, hard hats, carabiners, etc., for rock climbing) were purchased by the Seminar.

In some groups, the students planned and purchased the food. This is an excellent educational experience--it also takes a great deal of time. For other groups, the staff handled the food so that preparation time could be spent on other activities.

As stated elsewhere, the biggest expense--and often biggest problem--of the Seminar was transportation. That was very true of the Outdoor Challenge block. For the Gore Range, logistics were not difficult. The Grand Canyon, however, involved the use of the van and several of the staff's private autos for ten to twelve days. The Grand Canyon trip cost only about an extra $100 in gas money--but uncompensated wear and tear on our cars.

We plan to continue using the Gore Range-Eagle's Nest area, as it is excellent for a ten day course. We are attempting to schedule the several Outdoor Challenge blocks for first semester as early as possible to take advantage of the higher probability of good weather. The Grand Canyon is such a good experience that we want to keep using it, although transportation costs are a limiting factor. Because any springtime high mountain trip in Colorado involves the risk of snow, and because we can not afford to take all groups to the Grand Canyon, we are undoubtedly going to face winter camping experiences in the second semester. These will probably be a series of shorter trips rather than one ten day trip, and may involve ski touring. (The Colorado Springs Public Schools also owns some cross country skis.)

Our initial schedule doubled the staff on the Outdoor Challenge blocks. We felt we needed this to keep the number of students per patrol low. Knowing little about the mountaineering ability of our student teachers, we also did not want to shove upon them the responsibility of a separate patrol. Taking additional staff for Outdoor Challenge, however, meant a high student/teacher ratio for some other block--the one in town. Thus, both Dollar Power and Crime and Punishment (see schedule on page 4 of Appendix A) had two groups of students with one set of staff. With the in-town blocks being the most difficult to organize and Outdoor Challenge the easiest, we created for ourselves a big imbalance in staffing.

Next year. the staffing of all blocks will be approximately the same, making the urban blocks more manageable. It will mean, however, using our student teachers as patrol instructors in Outdoor Challenge. Because of safety factors in our adventure activities, this decision dictates several things: (1) We will restrict ourselves to those activities we can safely conduct with whatever staff we have. This will affect our flexibility in Outdoor Challenge. (2) Mountaineering experience will be considered in selecting student teachers. Since Outdoor Challenge is only one block of the Seminar, however, we do not want to over-emphasize this aspect. (3) We could bring in experienced outside people to instruct Outdoor Challenge blocks. As this would undoubtedly cost us money, our budget probably rules out this option.

Outdoor Challenge will be offered next year as an option for all students, but will not be required. It will be lengthened to four weeks: ten days in the mountains as this past year, with the other ten "school days" for the related pre-and post-trip experiences--or another short unit.

Crime and Punishment

The primary purpose of Crime and Punishment was to provide students with a perception of the criminal justice system, especially as it operates in the Colorado Springs area. At the Colorado State Reformatory at Buena Vista, students visited with inmates who talked freely about their lives. Students attended (normally closed) hearings of the State Parole Board, and were involved in the deliberations before the Board made a decision. Some students spent a full week "shadowing" a Deputy District Attorney; others spent the week with probation officers, legal aid attorneys, or the Public Defender. For many students, it was their first exposure to the human side of the justice system. They were directly confronted with the dilemma of whether or not the penal system is effective--for either the inmates or society.

Certainly a highlight of the unit was the Mock Crime and Trial conducted by the Colorado Springs Police Department as a training exercise for its cadets and rookie officers. They involved our students in this event--as suspects and as the jury. One of the most significant activities overall was the sharing of experiences, perspectives and opinions in a wrap-up session at the end of the block.

Our method of staffing blocks was to double the staff of Outdoor Challenge, thus doubling the student teacher ratio on the in-town blocks. Coordinating the twenty-five students in the complex activities of Crime and Punishment certainly created a burden on the two staff members. This block, as did each in-town block, required much more time to organize and presented many more logistical difficulties than did Outdoor Challenge. In the future, this overloading will be avoided because the staffing of all blocks will be about the same.

We are also concerned about over-saturating our urban environment. Almost engulfing the District Attorney's Office for two separate weeks is quite a burden on the time and energy of professionals. We cannot ask that of them very often. Thus, we must either develop many contacts in addition to the ones we used this year, or we must restrict the number of students in this block to what this particular urban resource can maintain.

Why Man Creates

In the Why Man Creates block all students and staff simultaneously pursued the concept of creativity. We included such traditional experiences as visits to museums and concerts, but we sought creativity wherever we could find it in the community. The staff made contacts with as many "creative" people as we could to arrange experiences for our students. These people then shared their expertise with our students, some for a day, some for a week. The cooperation these community people gave us was outstanding. A major goal was to have students consider themselves as potentially creative persons. Thus, each individual undertook a creative project.

Because dozens of students were working all over the city at one time the block was an overwhelming feat of planning and organization for the staff, exceedingly frustrating much of the time just for its pace and complexity. Students were often disappointed in having to choose only a few activities out of the many possibilities, and almost everyone felt it was so rushed that there was little time to reflect on the experience as a whole. Still, the highly individualized learning was exciting for all. We all came somewhat together on the last night for an evening of fun and laughter and skits called "The Parade of Fools."

Next year the block will not be required of everyone, but offered as an option. This should reduce the complexity and hopefully the frenzied aire of the block. But the fast pace and, we hope, overwhelming stimulation should continue. It will be scheduled for two weeks in length.

Becoming Partners

Becoming Partners was scheduled for the four days immediately before Christmas vacation. As the block approached, we realized we had many tasks to do in addition to planning the Becoming Partners block (most importantly, basic work had to be done on planning of the Seminar for the following year). Thus, the staff decided not to plan and conduct the block. But many students were interested in it. So we turned the block entirely over to the students, with three of them taking the initiative to organize it. The block was made optional for students, and the staff participated as we had time. About half of the students participated in the activities.

Next year this block, too, will be offered as a two-week option. This means that it will be expanded significantly. Its status at present is probably similar to the other blocks as we began this year--a concept and a philosophy on paper, yet to be fully developed and carried out.

Dollar Power

As stated in the proposal, this block attempted to "confront students with nearly every basic financial responsibility they will face in their years after graduation from high school" (i.e., taxes, savings, loans, investments, insurance, housing, and general consumer awareness). A series of speakers presented many of these topics. Some typical examples were an insurance salesperson, the Director of the Mastercharge Division of a local bank, and the Deputy District Attorney in charge of the Division of Consumer Fraud.

But the emphasis throughout was on actual problem solving. A series of open-ended problems were presented. As example is: "Establish a realistic, detailed budget for yourself based on what you plan to do immediately upon graduation." The problems were intended to face each student with their unique needs and wants. These problems were designed to take students into the community for work with business and professional people. This approach placed major responsibility on the students, not only in carrying out the assignments but in designing them. Most students, of course, had had little experience with this kind of responsibility, and most had trouble accepting it. It would have been easy for the staff to step in immediately to get them started, especially considering our strong desire that the Seminar be successful, i.e., impressive to observers. But students eventually did take the responsibility themselves. And that, we feel, happens experientially. They had to go through the pains to obtain the growth. After very slow starts for most students, the assignments were designed and were completed. Many students found their experience with the block frustrating but valuable.

We designed this block because we felt that students should know these things. There is always a strong temptation to assert that it will be valuable for them later. Whatever merit such a rationalization may have, we resisted its use in the Seminar. The value of experiential education should be in its immediate relevance. Certainly it has lasting value, and many insights may not be realized until much later. But, if the student did not recognize significant value (be it personal growth, enjoyment, expanded knowledge that was useful, etc.) at the time of the experience, we had failed. By this standard, Dollar Power was successful. To be sure, before the block many students were not enthusiastic about it. And many did not find it enjoyable. But during the block and by the end, student feedback indicated that they did find it relevant and valuable, both immediately and for the future.

Although Dollar Power will not be required next year, all students will be encouraged to choose it. It will be shortened to two weeks.

Spaceship Earth

Our original schedule (page 4, Appendix A) had placed Spaceship Earth and Crime and Punishment in the same three-week block, with one and one-half weeks spent on each. As we resumed planning the blocks in the fall, however, it was evident that we could not adequately plan for both in the limited time we had, and we felt we could not do justice to either concept in only seven or eight days. We chose to omit Spaceship Earth and devote the full three weeks to Crime and Punishment. We plan to offer Spaceship Earth, however, as one of the options in next year's program. At this point it remains as written in our proposal--a concept with certain objectives, possible activities and resources, all yet to be developed.

The Other America

For several students and one teacher, The Other America was an experience with Ben Priest, an educational consultant and archeologist from Parker, Colorado. They went with Ben on a three-week tour and digging expedition on the Navajo and Hopi reservations in Arizona.

Another experience was an exchange between some of our students and students at the Rough Rock Demonstration School for the Navajo Nation near Many Farms, Arizona. As written by Larry Haise: "We just traded places for a week--several Seminar students and one teacher boarding with Navajo students in Rough Rock, and some of their students spending the time in the homes of students in Colorado Springs. Without going into detail, it is true to say this exchange was not one of our most pleasant experiences. Most of our troubles arose from relying too heavily on bookish concepts of what Indian people were like, and particularly for us who went to Rough Rock, there were the feelings of confusion, fear, and alienation associated with cultural shock. But all involved agreed it was a good experience."

For the rest of the students, the Other America was a much different experience. In much of the Seminar, the staff played a dominant role in planning activities for students. Many experiences of other blocks had placed students on their own with persons of the community, and activities in Dollar Power had forced students to design their own methods of achieving certain objectives. But the objectives were determined largely by us, the staff, and the structures of the blocks were basically set.

As we approached the Other America, the last block of the Seminar, we wanted to withdraw from our dominant role. On the first day of the block, we simply outlined our original goals for the block (from the proposal, Appendix A), and stressed that we defined "the Other America" to include not only the traditional minority groups but all "groups of people who live--either by circumstance or by choice--outside the main currents of American culture." We then withdrew while students designed their own experiences. Some students, understandably, were confused and frustrated by these conditions and seemed to feel non-productive most of the time. Others took the initiative and created amazing opportunities for themselves. Overall, it was a very positive demonstration of the abilities of these students to take responsibility for their own learning. The Other America will be offered again next year as a two week block. As with this year, the possible activities and approaches will vary widely.

Budget

For the out-of-town activities (Outdoor Challenge, Living with the Earth, and the retreat) students were charged $2 per day for food. It has been entered here as a separate budget item. We took in a total of $2251 and spent $2196.

The operational budget came from three sources:

Program development funds of Mitchell High School	$1000
Similar sources from the District administration	$1000
Trash-a-thon and other fund-raising projects	$3161
Total Budget	$5161

The largest single expense was transportation:

Rental of a van	$1425
Gasoline	$ 837
Total Transportation Costs	$2262

The cost by blocks, excluding transportation:

Retreat (includes $200 for use of a lodge)	$ 225
Living with the Earth (includes $500 for the use of the ranch and assistance of the owners)	$ 880
Outdoor Challenge (includes about $280 for special rockclimbing and mountaineering equipment)	$ 515
The Other America (mostly associated with the Navajo experience)	$ 176
Why Man Creates (mostly to purchase tickets for concerts and performances)	$ 317
Crime and Punishment	$ 34
Dollar Power	$ 0
	$2147

The remainder of the money, $752, was spent for evaluation materials, film and processing, the newspaper, general supplies and whatever other expenses we did not identify with a specific block.

Transportation

Transportation, as we expected, was our biggest single expense. It was also our biggest headache. Our use of school buses was severely restricted because field trip hours in the Colorado Springs Public Schools were limited to between 9:30 a.m. and 1:30 p.m. Most of our activities could not fit into those hours. Thus, we had to provide almost all of the transportation from our operating budget.

We, therefore, rented a nine passenger van for the semester. Unfortunately, on a short term rental the cheapest price we could find was $300 a month. We could have rented a fifteen passenger van at the same price, but Colorado laws stipulated that a school vehicle carrying more than nine people must meet the standards of a "school bus"--and there was no van-type vehicle which met those Colorado regulations. Since the one nine-person van never met our needs, we of the staff constantly used our own autos both to run errands and to transport students. With our meager budget, we paid ourselves for the gas used, but for little else.

As the Seminar will be operating both semesters next year, we will rent a van for the full year, resulting in lower monthly rates. Occasionally, we will have to rent additional vehicles or charter a bus for short periods, and we will still be using our own autos; however, we plan to compensate ourselves adequately. If the Seminar is to be a viable, on-going program, it can not rely on continual financial sacrifices of the staff.

For the in-town activities, students were expected to provide their own transportation. For example, for students working with a Deputy District Attorney, school began at the Courthouse. The school day began whenever that day's activities were to be held, whether it was at Mitchell High School or somewhere else.

Meeting Space

Although most of our activities did not take place in a "classroom," we frequently had need for a meeting place, whether for speakers, planning sessions with students, or work sessions. We sometimes met at Mitchell High School, where we had an office but no permanent meeting or work room. However, shuffling around the building to find empty rooms and changing from period to period had its drawbacks. Also, our irregular comings and goings were disruptive to the flow of the rest of the school. So we sought an alternative meeting site. Faith United Presbyterian Church offered the use of its facilities. Reasonably near the school, it provided a quiet and convenient location without bells, changing classes or other distractions.

Senior Seminar Newspaper

Throughout the program, we received good publicity from the Mitchell High School newspaper, The Echelon, as well as coverage from the local commercial papers, and as the Seminar drew to a close, we decided to publish our own. Written and edited by the students, it permanently captured a bit of the Seminar experience. In addition, it became an excellent tool for communication and publicity. In fact, we used it extensively to assist in recruiting students for the Seminar next year. The cost was about $250 for 2,500 copies--we felt it was well worth the price. (A copy of the paper is included as Appendix C.)

Next Year

In this first year of the Mitchell Senior Seminar, all students participated in each of the blocks. That will not be the case next year. All blocks offered in the initial year will be offered again, including Spaceship Earth which was in our initial proposal but not carried out, and several new blocks will be offered. Students will be offered a choice among the many units.

Only Living with the Earth will be required of all students. It is our most unique experience and has become somewhat of a trademark of the Seminar. Outdoor Challenge will be offered to all students, but not required, and other blocks will be offered on a request basis. However, some will have to be limited--we would over-saturate our urban resources to offer some units, such as Crime and Punishment, to all students. We are encouraging everyone to select Dollar Power, but are not making it a fast requirement.

The basic plan for the 1974-75 school year is as follows: The Senior

Seminar will be conducted both semesters with a different group of eighty students each semester. (This results in a 20 : 1 student/teacher ratio, consistent with the school as a whole.) Each semester will begin with a three to four day retreat. The first semester is broken into three four-week periods and one three-week period. During the four-week periods, each student will participate in either one four-week block or two two-week blocks. Usually four different blocks will be operating at once, with about twenty students and two staff in each. On occasion, however, those parameters may change. The last two weeks are set aside for closure activities with students, evaluation of students and evaluation of the program. The second semester is scheduled in a somewhat similar manner.

The only funding received from Mitchell for the 1974-75 school year will be what is estimated to be our proportionate share of the operational budget; with eighty students, this amounts to about $600 per semester. All other money will come from our own fund-raising, again primarily the Trash-a-thon. The $50 commitment for each of eighty students totals $4,000. Thus the Senior Seminar for 1974-75 will operate on about $4,600 per semester.

The lengthening of several blocks, along with setting aside considerable time at the end of each semester for evaluation and staff work, means that each student and staff member will participate in fewer blocks. We have made such changes for very significant reasons in each case. Unfortunately, it also reduces the variety offered in the Seminar. It was this variety--this opportunity to throw ourselves totally into new experiences--that did much to make the Seminar so exciting the first year. If we feel that the lengthened blocks have slowed the pace and lowered the intensity of the Seminar, we will not hesitate to revise our plans.

As we go into our second semester of the Seminar, we are very leary of falling into set styles. If we reach a point where we feel we have a block "canned," it is probably time to retire it and create a new one. This is not to say that we will not repeat good activities and utilize previously effective methods. It is to assert that an evolving, creative atmosphere (even though accompanied by failures and frustrations) is a vital part of the Seminar.

As stated earlier, the Seminar students in this first year were predominately the so-called better students. To become more representative of the school as a whole, we must be able to give credits in specific disciplines so that students who need such credits are not eliminated. We have already begun the process necessary to establish such credit. Although the group of students enrolled for next year's program will still be "above average," it is somewhat more balanced than in the initial year.

In the first year the Senior Seminar was also unrepresentative of the student body in terms of ethnic make-up, being primarily "white, middle-class." For next year, we have actively sought minority students. We have not been very successful since our proportions of both black and Chicano students (the two main minority groups in the school) will be below the proportion for the school as a whole. Minority recruiting will thus continue to be a high priority for us in future years.

EVALUATION OF STUDENTS

The Senior Seminar was ungraded, with students receiving five interdisciplinary credits for successful completion of the program. We had the option of awarding fewer than five credits to any student who failed to meet the requirements of any particular block. Although specific objectives were identified for each block, our proposal said nothing more about how we would evaluate students.

Each student was evaluated at the end of each block. These evaluations took many forms, the specific method being chosen by the staff members of each particular block. Among the methods used were narrative evaluations written by the instructor, check-list rating scales, check-lists with brief comments included, and peer evaluations (students evaluating each other). In many cases a combination of methods was used. The written evaluations were filed in a central set of student folders. In all cases a debriefing interview/discussion was conducted by the staff with each student.

We strongly believed in the value of using a variety of methods of evaluation. It enabled us to explore the feasibility and productivity of each technique, and to study what effect that particular method had on the students. And as each of us carried out even the same titled block in different manners, it seemed only natural that we evaluate students in different ways. This seemed to keep a feeling of freshness and uniqueness to each block.

Prior to the beginning of the Seminar, we decided that the final evaluation for the Seminar students would be a written narrative that would be included with their transcripts. The week following the completion of the Seminar was devoted to that process. The entire staff met to discuss each student's evaluation; then, the various evaluations were divided between staff members for formal writing. Based on the students' reactions, many of the evaluations were revised before becoming a part of their transcript. Although this process of evaluation has many merits, it is exceedingly difficult and time consuming. The practical problem of our time constraints dictates that next year we either develop a new method for the final evaluation or greatly streamline the process.

It is recommended for next year that the varied approach to the block evaluations of students be continued. Of course, whatever approach is used, the format should be chosen and the criteria selected at the beginning of the block, and the students should be fully aware of what is expected of them. Likewise, the format and criteria for the final evaluation must be chosen at the beginning of the Seminar and clearly articulated for the students. The entire staff will have to work out that decision. It is recommended that each block evaluation, whatever form it may take, include a section in the same format and covering the same criteria of the final evaluation. Then, these various evaluations can be more easily compiled for the final evaluation.

EVALUATION OF PROGRAM

It seems apparent from our experience that in the initial stages of a new program, the most important evaluation is the subjective reaction of key decision makers. Despite what statistical data is collected and what records are kept, a program must sell itself to leaders at a subjective level. In our case, the decision to go ahead with the Seminar for the second year had to be made before the completion of the first semester--and, therefore, before any statistical data was available. This is not to say that other forms of evaluation are not essential in the long run. They are. But in our first semester of operation, people were vaguely impressed that we were doing some kind of evaluation, but very few people were at all interested in what kind of evaluation we were actually conducting. It is, therefore, important that key people be kept informed. In our case, this included administrators, certain faculty members including the Advisory Committee, and parents. It is important that observations be made by the key people, and that they are fully aware of what is happening within the program at all times.

The method by which evaluations are made is also critical, as we learned rather painfully. Since the philosophy of the Seminar is based on the significance of experience, it makes sense to have the evaluator share the experience rather than simply observe. Closely related to this is the length of time of the assessment. We hope evaluators will involve themselves in the complete activity if at all possible. This is not always feasible in something such as the ten day pioneer ranch experience, but certainly a full day comprises a more valid base for evaluation than a few hours.

Timing of the assessment within a block is also important. For instance, the first few days of the ranch block are always quite different from the last few days. We also want others to get a balanced view of the Seminar process--not just the spectacular activities, but the planning, preparation, follow-up and evaluation.

From our experience with observers, we realize the need for evaluators to know our philosophy, objectives, and methods for whatever they are observing; they can then react to how well we are meeting our stated goals, as well as suggest new possibilities and approaches. Our most negative evaluation, containing some valid criticisms, reflects partly a conflict of philosophy and also a lack of familiarity with the objectives of the block (which is our fault). It creates more productive feedback for us, and a more pleasant experience for evaluators, if a thorough understanding exists prior to the observation. We also encourage evaluators to focus their energies on the students. In our enthusiasm, it is easy for the staff to dominate the evaluator's time. But interaction with students, we feel, gives a truer picture of the Seminar.

Specifically, the evaluation of the program took these forms: evaluation by the students, evaluation by the staff, evaluation by observers, and statistical research. Evaluation by students and staff was a continuous process, primarily from the constant interaction of every day activities. On most blocks, a formal evaluation was done on the last day. Unfortunately, too few written evaluations were compiled and preserved, and the constant verbal feedback was not recorded; relevant information was shared and usually well utilized, but details that would be of use to others, and even to ourselves, were not always preserved.

Other members of the Mitchell High school faculty made a variety of observations. Some joined the Seminar staff for several days. Others participated for one day or observed specific activities for shorter periods of time. Several meetings were held with the Faculty Advisory Committee. We asked for written reports of all observations. When it was felt necessary, we arranged meetings to discuss those reports.

Statistical Research

The statistical research used three tools: the Tennessee Self Concept Form and the School Climate Survey, both taken by the students, and the Student Description Form, filled out on the student by a regular classroom teacher. Each involved a pre-test and a post-test. A control group was used for the whole collection of tests.

The School Climate Survey is a test developed by Project Adventure, 775 Bay Road, Hamilton, MA 01936. It is based on David McClelland's Classroom Climate Survey. It measures student's attitudes toward school as a whole in the areas of power, achievement, affiliation, and apathy. The Seminar students, in both the pre- and post-tests, indicated less feeling of school spirit, were less proud of their school, and expressed less willingness to get involved in school activities than did the control group. It may well be that these students would have felt the same had they attended regular classes, and that the Seminar simply had strong appeal for them. In any case, there was little change in the pre- and post-tests in these areas.

The post-tests indicated that following the Seminar, students cared more about how well they did in classes, although they seemingly did not have to work as hard to do well. The post-test also showed that following the Seminar, students felt much more strongly that teachers cared for them. There was a similar positive increase in their feeling that teachers liked them to read ahead and study something different from what was assigned.

This increase in the general category of teacher warmth is difficult to analyze. The change is likely one or both of two factors: (1) Seminar students may have felt increased teacher warmth from the Seminar staff and generalized this feeling to teachers in general on the post-test, or (2) the Seminar students may have initiated the warmth toward their teachers and it was reflected by the teachers. Both of these interpretations are favorable to the Senior Seminar. The fact that teachers were not seen as warmer by the control group leads to the conclusion that the increased warmth was in the Seminar students rather than in the teachers.

The Independent School Association's Student Description Form evaluates students on a scale of one to five on the following dimensions:

a. Participation in discussion
b. Involvement in classroom activities
c. Pursuit of independent study
d. Evenness of performance
e. Critical and questioning attitude
f. Depth of understanding
g. Personal responsibility
h. Consideration of others

It is a form that is completed by teachers of the students. The results are displayed in Table I (page 47). The control group showed more overall improvement than did the Seminar group. However, the Seminar students began more positive (lower scores) in six of the eight dimensions, and ended more positive in seven of the eight (and were very close in the other dimension). The control group was seen to improve most in Pursuit of Independent Study and Depth of Understanding. Seminar Students were seen to improve most in Depth of Understanding and Consideration of Others. The greatest single difference between the changes was the improvement observed in Seminar students in Consideration of Others.

The fact that students were taking no other classes during the Seminar presented a problem in administering this test. The pre-test data on the Seminar students was supplied by a teacher each student had in the Spring of 1973; the post-test data was supplied by a teacher in February, 1974, after the student was in that class only one month. For the control group, pre-test data was supplied by teachers in the fall of 1972, and post-test data in February, 1974. Restated: Seminar pre-test data is based on a full year's contact, post-test data on one month's contact. Control group pre-test data is based on one month's contact, post-test data on more than one semester's contact. This situation would seem to inflate the control group scores and deflate the Seminar group scores.

The fact that the post-test was given after the Seminar students had been back into regular classes only one month is significant for another reason as well. Our continued contact with these students indicated that many were having trouble adjusting to the return to the normal school curriculum. This survey may be indicating those adjustment problems. Feedback from both students and other teachers indicated that the adjustment became better later

TABLE I

Student Description Form

	Control			Seminar		
	Pre	Post	$\bar{X}$ Diff.	Pre	Post	$\bar{X}$ Diff.
Participation in Discussion	2.86	2.80	0.06	2.30	2.14	-0.11
Involvement in Classroom Activities	2.00	1.96	0.04	1.72	1.69	0.03
Pursuit of Independent Study	2.52	2.26	0.26	2.43	2.34	0.09
Evenness of Performance	2.12	2.02	0.10	2.18	2.00	0.18
Critical and Questioning Attitude	2.78	2.65	0.13	2.34	2.40	-0.06
Depth of Unverstanding	2.26	1.96	0.30	2.10	1.87	0.23
Personal Responsibility	1.92	1.79	0.13	1.85	1.77	0.08
Consideration for Others	1.62	1.67	-0.05	1.79	1.51	0.28

in the semester. For future evaluation, the groups of teachers supplying the data should be uniform. For the fall, 1974, evaluation this will likely mean using teachers from spring, 1974, for both Seminar and control groups. I recommend that the post-test be given twice--after one month, as this past year, and again near the end of the second semester. The second test will provide data when teachers are better acquainted with the Seminar students, and the two post-tests will provide information about the adjustment process.

It should also be noted that the dimensions measured by this form are traditional classroom categories and were observed in that framework. The Senior Seminar makes no claim to address itself specifically to each of these dimensions. And other, equally important, Seminar goals (for example, openness to experience, or utilization of community resources) are not included in this form. For next year, the form should perhaps be expanded to include these additional dimensions.

The Tennessee Self-Concept Scale consists of 100 items designed to measure self-concept in different dimensions:

a. Self-criticism
b. Net Conflict
c. Total conflict
d. Total Positivity
e. Positive identity
f. Self satisfaction
g. Positive behavior
h. Physical self
i. Moral self
j. Personal self
k. Family self
l. Social self

The results are displayed in Table II (page 49).

On all but two of the dimensions (Net Conflict and Total Conflict) high scores are desirable. Thus, mathematically positive changes indicate a positive growth in self concept. For the Net Conflict category, the desirable result is

TABLE II

Tennessee Self-Concept Scale

	Control			Seminar		
	Pre	Post	$\bar{X}$ Diff.	Pre	Post	$\bar{X}$ Diff.
Self Criticism	35.87	36.21	0.34	34.94	34.60	-0.34
Net Conflict	-1.00	-0.29	0.71	-4.04	-4.24	-0.20
Total Conflict	32.67	31.17	-1.50	31.00	30.16	-0.84
Total Positivity	344.92	347.54	2.62	328.48	341.58	13.10
Positive Identity	126.08	128.71	2.63	119.84	122.04	2.20
Self Satisfaction	107.50	107.33	-0.17	101.60	108.36	6.76
Positive Behavior	111.33	111.50	0.17	107.04	111.18	4.14
Physical Self	72.29	71.96	-0.33	67.64	70.12	2.48
Moral Self	70.63	70.50	-0.13	67.48	70.08	2.60
Personal Self	66.96	68.66	1.70	64.18	66.68	2.50
Family Self	68.58	69.33	0.75	62.82	66.30	3.48
Social Self	66.46	66.96	0.50	66.36	68.40	2.04

zero; for Total Conflict, a low score is desired. Because of a flaw in administering the tests (the pre- and post-tests were not paired), it is impossible to test the statistical significance of the data. However, the following conclusions are drawn from the raw data.

Only two categories showed "undesirable" directions for the Seminar students: the slight decrease in Self Criticism and the more negative score in Net Conflict. All other dimensions--the reduction in Total Conflict and the positive changes on all the remaining scales--show desirable changes for the Seminar students. In most cases, the mean difference for the Seminar students is noticeably greater than for the control groups. The most important scale on the entire form is Total Positivity, where for the Seminar students the mean difference is +13.10, and the control group +2.62.

Again, a test of significance could not be done on this data. That is very unfortunate, as the raw scores are very encouraging. Further study is certainly merited. The Tennessee Self-Concept Form will be used again next year and the results compared on matched t-tests.

We will also continue to search for other forms that relate more closely to the experiences of the Senior Seminar. One form which may fit this category is the "Inventory of Outward Bound Effects," developed by Mary Lee Smith, Roy Gabriel and Ronald D. Anderson of the Bureau of Educational Field Services, University of Colorado, for the evaluation of the Colorado OUTWARD BOUND School.

Recommendations on Evaluation of Program

For next year the evaluation process should include the following:

1. A written evaluation of each block, with reaction of both students and staff (either separately or combined). The

format of this evaluation will be decided by the staff and students of each block. However, a part of this evaluation should be a standard format and criteria section common to all block evaluations.

2. Throughout each block, a formulative evaluation should be conducted--systematic feedback that enables adjustments to be made during the block, not only at the conclusion.
3. A written report submitted by all observers of the program. A brief form should be developed that observers may use unless they would rather report in their own style.
4. Likewise, a brief form should be developed to obtain feedback from resource persons that are utilized, unless they wish to react in a different way.
5. The research tools used this year should be continued.
6. An effort should be made to find additional tests that seem to fit our goals more completely. We might develop evaluation tools ourselves.
7. Late in the 1974-75 school year, when the Seminar is in its third semester of operation, a survey should be conducted to determine the attitude of the Mitchell staff to the Seminar.
8. An attitudinal survey of parents of Seminar students should be conducted during the 1974-75 year.
9. After another year or longer, some type of follow-up study should be conducted on former Seminar students.

The evaluation outlined above will require much time and energy. Such an evaluation can not be adequately carried out by the Seminar staff alone in addition to their other Seminar duties. Assistance will be needed from the school district and/or other sources in conducting some phases of the evaluation.

SUMMARY OF VIEWS AND RECOMMENDATIONS

The 1973-74 Mitchell Senior Seminar in Experiential Education was considered to be a resounding success by students, staff, parents, Mitchell administrators and administrators of the school district. It received enthusiastic approval and support to continue in the 1974-75 school year with a different group of about eighty students each semester.

The following are the conclusions and recommendations of this paper, most of which are discussed elsewhere in the text:

1. The Senior Seminar must remain experiential--that emphasis must not be lost in future changes.
2. The atmosphere of creativity, change and developing new concepts into blocks must continue.
3. Some blocks need to be lengthened, others shortened (see the appropriate section for details).
4. More time must be scheduled throughout the semester for staff planning and assessment.
5. New staff should be utilized and developed by working them into segments of the Seminar next year.
6. We need to improve communication with parents, and with the rest of the Mitchell faculty.
7. We should continue to use a varied approach to student evaluation. The format and criteria for each block should be determined at the beginning of that block and placed in the central file at the end.

8. The final evaluation of students will have to be revised into a manageable form. The block evaluations of students must be coordinated to include a segment in the same format and covering the same criteria as this final evaluation so that they can be easily utilized.
9. Refer to the immediately preceeding section for recommendations on evaluation of the program.
10. We need to do a better job of orienting observers/evaluators of the program.
11. We should continue actively to recruit minority students to achieve an enrollment representative of the Mitchell student body.
12. We should continue to work for the approval to give specific (rather than general) credits in cases where it is needed, so that the Seminar is truly open to all seniors.
13. The "curriculum booklet" (Appendix A) should be revised to reflect our changing and expanding goals and objectives, and the Activities and Resources sections updated.
14. The proposed new blocks must be written in the style of the curriculum booklet.
15. Documentation of the Senior Seminar should continue with a full report printed following the 1974-75 school year.

Appendix A

Senior Seminar 1973-74 proposal

Senior Seminar

73-74

GENERAL WILLIAM MITCHELL HIGH SCHOOL
Dr. Ronald L. Walden, Principal

SENIOR SEMINAR IN EXPERIENTIAL EDUCATION
First Semester - 1973-1974

SEMINAR STAFF:
Gary Fornander
Ron Gager
Larry Haise
Nancy Pardee

ADVISORY COMMITTEE:
Mike Birchenall
John Cerny
Tom Hergenreter
Jerry Hughes
Wayne Kelly
Gary Modic
George Roe
Gwyn Whitlock

OVERALL PHILOSOPHY AND GOALS:

We believe that learning experience beyond the classroom, consistent with the maturity level of students involved, is essential in every student's education. Experiential learning, furthermore, can best complete the school program when it becomes an integral part of the curriculum at all levels. Classroom learning is good: it exposes a student to areas of learning he might never come to on his own; it attempts to bring him to an awareness of his uniqueness and his value to the society at large; it helps him develop skills for living successfully and attitudes for living responsibly. By necessity, however, classroom-oriented study is largely vicarious. It is our purpose, therefore, to create learning situations which will complement and enhance learning that has already taken place within schools--and the assumption all along is that the experiential dimension of a student's education in turn will stimulate renewed interest in classroom and personal study. This anticipated "return" in student motivation, we feel, makes it important eventually to work out experiential learning structures at all levels of learning in the schools.

We admit at the outset that we can never accurately reproduce life "as she really is" for a student before he comes to it, but we think we can, with careful attention to detail, achieve a closer simulation of life than the classroom can. One specific way we feel experiential learning may differ from schooling is in the intensity and depth of involvement possible for the individual student. A description of learning in the wilderness prepared by the Colorado Outward Bound School applies:

> "Internally, the individual is encouraged to develop his self awareness, enhance his perception of his place in the world, and refine his sense of personal responsibility and compassion for others. Externally, the emphasis is on experiential learning, experimentation in a social and physical environment and confronting the unexpected. As a group, the aim is the construction of cooperative, sharing, and caring relationships within a context of personal challenge and emotional stress. Service to others and an attempt at an understanding of man in a cosmic or universal perspective are also important."

It is always hoped that the emphasis on cooperative skills, as described here, will help create positive values and attitudes in students who will in turn try to make the world better.

Specifically, we want to encourage students through a total immersion in our program to develop in the following ways: to become confident and self-reliant; to relate well with others, growing increasingly conscious of their aspirations and needs; to be free of bigotry and unreasonable prejudice; to think creatively and critically; to know how to learn and how to solve problems; to understand, even if they are not emergent leaders themselves, the dilemmas of leadership; to cultivate patience and to recognize, given current realities, the need for compromise; to be aware of the perplexities of the future and have some inner resources to deal with its uncertainty; to desire the improvement of life on the planet; to see life as an exhilarating process of unfoldment; to appreciate beauty, and in all possible ways to speak the truth. Although we would be happy eventually to detect such changes taking place in students, these assertions represent not so much what we can measure behaviorally in the program as the ideals underlying our specific behavioral goals.

Structure and Procedure:

For the school year 1973-74 the Senior Seminar will draw 60 students and 4 teachers into experiential teaching/learning situations. The students will receive 1-5 interdisciplinary credits for work and experiences gained in the following units: Living with the Earth, Outdoor Challenge, Dollar Power, Why Man Creates, Crime and Punishment, Spaceship Earth, Becoming Partners, and The Other America. Each of the blocks will proceed in three clearly recognizable phases: a get ready and study preparation for the given experience, the experience itself, and a wrap-up, integration period following the experience. Provision will also exist for students to complete work on an independent basis in areas of intense personal interest.

SCHEDULE - MITCHELL SENIOR SEMINAR

	GROUP		STAFF
INTRODUCTION 27 August to 7 September	All	Staff sessions, Introductory sessions, Preliminary meetings to establish a form of self-government for seminar students	All
BLOCK #1 10 September to 28 September	A	Living with the Earth	Larry
	B	Outdoor Challenge	Ron & Nancy
	C D	Dollar Power	Gary
BLOCK #2 1 October to 19 October	A B	Dollar Power	Ron
	C	Living with the Earth	Nancy
	D	Outdoor Challenge	Larry & Gary
BLOCK #3 22 October to 9 November	A	Outdoor Challenge	Ron & Nancy
	B	1st half: Crime & Punishment or Independent Study	
	C	2nd half: Spaceship Earth or Independent Study	Larry
	D	Living with the Earth	Gary
8 DAY BLOCK 12 November to 21 November	All	Shy Man Creates	All

THANKSGIVING VACATION

BLOCK #4 26 November to 14 December	B	Living with the Earth	Ron
	C	Outdoor Challenge	Larry & Gary
	D	1st half: Crime & Punishment or Independent Study	
	A	2nd half: Spaceship Earth or Independent Study	Nancy
4 DAY BLOCK 17 December to 20 December	All	Becoming Partners	All
CHRISTMAS VACATION			
BLOCK #5 2 January to 15 January	All	The Other America	All
FINAL SEMINAR 16 January to 18 January	All	Evaluation, debriefing	All

COST OF PROGRAM

A detailed breakdown of the cost of each Block is included with the other discussion of the blocks.

Transportation costs have been figured, except as noted, based on District busing at the existing figures of 15¢/mile plus $2.75/hour for the driver. It is also cross referenced to past experience of Mitchell and other schools on such trips as Lost Creek. Mileage paid for staff use of their personal autos will be at current district rates.

Several other factors are involved. Because most of the meetings will be within Colorado Springs, we will as much as possible have students meet at that day's location, thus reducing costs.

The transportation costs are as realistic and accurate as we can make them at this time. When in doubt, the estimate has been made high. Thus, we are confident that the amount budgeted will be adequate to operate the Seminar.

In addition to the cost of individual Blocks, the following is budgeted for the overall program:

General Materials and Services: (Paper, pencils, dittos, phone, etc.)	$350
Equipment: (to supplement equipment already available at Mitchell) 6 sleeping bags from R.E.I. @ $61 each is $366 Plastic sheeting; $20 Remaining $14 for miscellaneous items	$400
Staff Compensation:	$400

SUMMARY OF COSTS

Living with the Earth	$1,000
Outdoor Challenge	410
Dollar Power	120
Crime and Punishment	50
Spaceship Earth	400
Why Man Creates	590
Becoming Partners	40
The Other America	1,240
General Supplies and Services	350
Equipment	400
Staff Compensation	400
TOTAL COST OF PROGRAM	$5,000

FINANCING

To be raised by students	$3,000
Mitchell Administrative Commitment	1,000
Title III Application	1,000
TOTAL FINANCING	$5,000

LIVING WITH THE EARTH

Description:

"Living with the Earth" will take place on a small, homestead-style ranch near Westcliffe, Colorado. Almost sleeping in a fold in the western foothills of the Wet Mountains, this ranch is part of a region in history and radiant with natural beauty. Only a few miles across the valley, the rugged Sangre de Cristo mountain range shoulders a big western sky. The valley itself carries the footprints of Spanish explorers searching for their cities of gold; it was the scene of a hungry and gruesome winter for Zebulon Pike and the party he led in search of the Red River Valley; and it bears the imprint of the gold and silver seekers of the last century.

The ranch itself is small and simple. Two log cabins without electric power or running water constitute the living space. Other than that, there are only a few outbuildings and corrals to sustain about 400 acres of garden land, horse pasture, and woods. The only real artifact of technology is a 1935 Case tractor mudded down in the barnyard. In this setting we hope to recreate, as accurately as possible, the pioneer life style of the late 1800's. Aside from the goal of reliving a patch of history, we hope that the experiences students have in this environment will make them aware of modes of living which place man within the natural scheme of things--rather than outside it or against it. We also anticipate that group interaction in solving the novel problems which go with this kind of life will be of benefit to students in developing a sense of community. Students will be expected to participate in all the activities of daily life at the ranch, from the most mundane to what may seem to be the most romantic.

Structure:

"Living with the Earth" will be a 15 day block involving 15 students and one teacher plus one resource person. The block will revolve around a theme that intends to approximate a ranch of the late 1800's. Following 4 days of preparation, students will travel to a small working ranch near Westcliffe, Colorado that is without electricity or running water and where all work is done by hand or with teams of horses. While on the ranch, students will act in all capacities of ranch management from a ranch hand to the "Boss for the Day." As much as possible, students will be limited in terms of personal items they take, to items that were available in that era.

OBJECTIVES:

General:

Through group interaction and written journals, students will:

1. Demonstrate an understanding and appreciation of the life style of the American pioneer.
2. Demonstrate a sensitivity to life styles which are conducive to maintaining a quality environment.
3. Develop attitudes toward self and others that will:
   - -reinforce the recognition and acceptance of personal responsibility.
   - -improve cooperation in group situations including a realistic view of their own relationship to the whole.
   - -generate initiative.
   - -generate a respectful sensitivity for the dignity of others and a receptivity of the world around them.
4. Cultivate a creative approach to problem solving.
5. Demonstrate a grasp of the community relationships in a small, rural town.

Specific:

Individual students will:

1. Demonstrate a knowledge of the history of the Westcliffe area through written assignments.

2. Demonstrate a knowledge of the life-style and history of the American pioneer through group discussions and written assignments.

3. Demonstrate by their actions their ability to do several of the following tasks:

   -make soap
   -care for ranch livestock and equipment
   -help break or train a horse
   -collect and cut firewood
   -harvest crops
   -milk a cow or goat
   -can fruit or vegetables
   -make jelly
   -build and repair fences
   -construct log buildings
   -cook and bake on wood stoves
   -do laundry using a washboard
   -provide entertainment for himself and the group
   -do sewing or quilting
   -weather forecasting
   -rig a team of horses and drive a wagon

4. Demonstrate a knowledge of ranch economics through written assignments and discussion.

5. Be able to discuss the pros and cons of land development in Custer County through visits with the county assessor, local land developers and local ranchers.

Activities:

Pre-trip:

1. Complete selected readings on pioneer life-styles.

2. Research on skills such as making soap, canning, etc.

3. Speakers and group discussions involving:

   -Colorado water rights
   -land development in and around Colorado Springs
   -ranching lobbies
   -mechanization of ranches and farms
   -marketing problems of a rancher or farmer
   -rural versus urban life

4. Selection of food to be taken (must be similar to that eaten by the early pioneers).

Ranch Experience:

1. Activities students will undertake listed under specific objectives #3.
2. If they so choose, attend one of the 14 churches in Westcliffe.
3. Attend a meeting of the Custer County John Birch Society.
4. Interview local ranchers about local history.
5. Examine the impact of land development in the Westcliffe area.
6. Visit local school clubs such as 4-H and FFA.

Post-trip:

1. Follow-up study on such things as water rights or any other topic related to the ranch experience.
2. Field trip to big, modern ranch in the Westcliffe area (to take place during the stay at the ranch).
3. Long term stay on another ranch during the independent study block.

Materials and Resources:

People:

Gary Ziegler - owner of the ranch
Lee Jones - local rancher
Dennis Shaydeck - local rancher
Singing Hills Ranch - Westcliffe
Charles Tomsick - local rancher
Ben Kettle - local vet. and rancher
Jim Ratliff - Mitchell High School geology teacher

Louis L'Amour - western novelist
John Birch Society - Custer County Chapter

Films:

The Real West Parts I & II
The West of Charles Russell Parts I & II
Colorado: The Cattlemen
Colorado: The Miners
Colorado: The Trailblazers
Colorado: High Country History

Books:

The Big Sky - A.B. Guthrie, Jr.
The Way West - A.B. Guthrie, Jr.
Living the Good Life - Helen & Scott Nearing
The Roxfire Book - Eliot Wiggington
Grow it! - Richard Langer
How to Build Your Home in the Wood - Bradford Angier
The Wilderness Cabin - Calvin Rutstrum
Living With the Earth - Alicia Bay Laurel
How to Make It On the Land - Ray Cohan
Sand Country Almanac - Aldo Leopold
Humor of the Old Southwest - Cohen and Dillingham
Day of the Cattleman - Osgood
Values Clarification: A Handbook of Practical Strategies for Teachers and Students - Sidney B. Simon
Values and Teaching: Working with Values in the Classroom - Louise Roths, Merrill Harness, Sid Simon

Living with the Earth

Cost Analysis:

Transportation:	
4 groups to Westcliffe @ $75/group by district busing:	$300
Consultant fee and use of Ranch:	500
Other:	
Expendable items (for making soap, canning, making jelly, other ranch materials) is estimated at $50/group	200
TOTAL COST OF BLOCK:	$1,000

OUTDOOR CHALLENGE

Description:

In this unit we want to supplement the learning experiences naturally attendant on a long stay in the woods--camping crafts, mountaineering, survival skills, and cooperative endeavors in groups, for example: with some of the traditional academic studies which can effectively be staged in the wilds. It is our continual hope that the one kind of experience will enrich the other. In addition, through sheer physical challenge and tests of initiative, we hope students will become aware of their limits and how they can be stretched, and we trust that an eventual transfer of such realization will take place in other aspects of the lives of students.

Structure:

"Outdoor Challenge" will be a 15 day block involving 15 students and 2 instructors. The focus of the block will be a 10 day wilderness experience in the Outward Bound style with emphasis on the various academic disciplines. Included in the block will be a 4-5 day pre-planning session involving both logistical and academic areas and a one day debriefing session. The exact location of Outdoor Challenge will depend on current weather conditions, but will most probably take place in the Lost Creek Scenic Area.

Objectives:

General:

By their performance in one-to-one and group situations and as evidenced by writings in individual journals, students will:

1. Develop their self awareness and enhance their perception of their place in the world.

2. Refine their sense of personal responsibility and compassion for others.

3. Demonstrate initiative and ability to confront the unexpected.

4. Construct cooperative, sharing and caring relationships within the context of personal and challenge and emotional stress.

5. Develop attitudes toward self and others that will:

   -reinforce the recognition and acceptance of leadership responsibility.
   -enhance their sense of self-esteem and self-confidence.

Specific:

Individual students will:

1. Demonstrate a practical knowledge of the geology of the area by completion of a project or paper.

2. Demonstrate a knowledge of the history of the area through group discussions of selected readings.

3. Demonstrate a knowledge of the ecological relationships in the area through the identification of food webs, ecological niches, endangered species and the impact of man's intrusion.

4. Demonstrate a knowledge of observational astronomy as it applies to the current sky by identifying some of the major constellations.

5. Demonstrate the use of a map and compass by route finding exercises and through the construction of a topographical map of a given area.

6. Demonstrate a knowledge of general backpacking skills (shelters, cooking, safety and rescue, hiking, etc.) by their performance of these skills during the 10 days.

Activities:

Pre-trip:

1. Planetarium presentations on the current night sky (Scott Carpenter Planetarium at Mitchell).

2. Films on ecology and geology.

3. Food planning in cooperation with the Home Economics Department at Mitchell.

4. First Aid and mountain rescue with technical assistance from Colorado Mountain Club and El Paso County Search and Rescue.

5. Guest speakers--Forest Service, Open Space Council, Sierra Club, Colorado Mountain Club.

Trip:

1. Basic mountaineering skills

   -hiking
   -campcraft and cooking
   -knots
   -safety and rescue
   -map and compass (orienteering course)
   -rock climbing

2. Academic input

   -geology of area
   -history of area
   -ecology of area
   -observational astronomy
   -math--map and compass
   -meteorology

Materials and Resources:

Cost Analysis

Transportation:	
4 groups to Lost Creek Scenic Area @ $65/trip by district busing:	$260
One staff auto for each of 4 groups @ about $15/trip:	60
Other:	
Expendable items (candles, matches, first aid items, repair and replace tarps, etc.):	90
TOTAL COST OF BLOCK	$410

Books:

Star Maps for Beginners
Field Book of the Skies - Olcott and Mayall
Seasonal Star Charts - Hubbard Scientific Company
The Friendly Stars - Martain and Menzel
Geology of the Pikes Peak Region - Ficher
Colorado Gems and Gem Trails - Richard L. Pearl
Pikes Peak Atlas - Robert Ormes
Laboratory Studies in Geology - James C. Brice
Water Supply Outlook for Colorado and New Mexico - U.S. Department of Agriculture and Soil Conservation Service.

Department of Commerce publications:

Winter Storms
Thunderstorms
Heat Waves
The Hydrologic Cycle
Lightning

Boy Scout Merit Badge Pamphlet
Colorado Outward Bound School Instructor's Handbook
Basic Rockcraft - Royal Robbins
ABC's of Avalanche Safety - E.R. LaChapelle
Medicine for Mountaineering
Be Expert With Map and Compass - Bjorn Kjellstrom
Sand Country Almanac - Aldo Leopold
Walden - Henry David Thoreau

Films:

Rocks for Beginners
Weather Watchers

CRIME AND PUNISHMENT

Description:

This block will attempt to explore the concept of justice as it works in our society. It will have two primary focuses: one, the approach normally emphasized in schools, on crimes an individual may commit against society; and the other, something we all feel but have difficulty sometimes articulating, the crimes the society may be guilty of perpetuating against the individual. This particular direction may take us into certain proverbial frustrations people feel when they try to understand a large government--the fairness of tax structures, the right of privacy, the so-called "impersonality" of a technological society, the apparent powerlessness of the individual in the great flow of change. Since minority groups are perhaps most keenly aware of how our society defines justice, attempt will be made to illuminate minority perspectives within the Colorado Springs community. All of this will be an effort to examine what is "right" and what is "fair" as we relate to each other in the large community we call a nation, with certain obvious implications for how we get along in the world community.

Structure:

This block will involve 15 students and 1 teacher for 8 days. Introduction and preparation will encompass 2-3 days of guest speakers and research into the judicial process. The 4 or 5 days of field experience will include group activities at state correctional institutions and in the local judiciary system, and individual student involvement with personnel in the legal, judiciary and law enforcement fields. The block will conclude with one day of debriefing and evaluation.

Objectives:

General:

Through discussion and writings in journals, individual students will demonstrate an understanding of the ramifications of "crime and punishment" as it applies to the legal, law enforcement and judiciary process in state and local government.

Specific:

Individual students will:

1. Demonstrate knowledge of the city and district judicial systems through discussion, writing in journals or verbal presentation of research.
2. Demonstrate knowledge of the philosophy and methodology of the local law enforcement system through discussion, writing in journals or presentation of research to the entire group.
3. Demonstrate through discussion knowledge of the evolution of "law" from the earliest cultures to the present.
4. Demonstrate through discussion knowledge of the general judicial procedures of several other countries.
5. Explore through discussion and research, the possibility of crimes of society against the individual.

Field Experience:

Students will select several of the following:

1. Speakers (see 3 above).
2. Choose one of the following: spend one day with a policeman or an attorney or a judge or a probation officer.
3. Follow a trial if one is in session at this time.
4. Visit city and/or county jail.

5. Compare different types of trials (civil court, criminal, sanity, etc.)

6. Visit one of the state correctional institutions (Canon City, Buena Vista, Golden, Morrison.)

7. Student may undergo simulated arrest in Acacia Park, booking, retention, mock trial, jail.

8. Volunteer to spend 1-3 days [illegible] jail.

9. Visit Brockhurst Boys Ranch, Rob House or Denver Home for Girls.

10. Student takes assumed name with criminal record and tries to get a job.

11. Investigation of alternative systems of justice.

12. Discussion of capital punishment after research.

13. Study institutional racism.

14. Visit one of the social service institutions in Colorado Springs (Taros, Sunshine House, Dale House, etc.)

15. Spend one day with the manager of a large store such as K-Mart or Target to get his viewpoint on shoplifting.

16. Spend several days with the State Parole Board.

17. Explore "White Collar" crime.

18. Explore the area of student rights.

Post-trip Activities:

1. All students will meet together to exchange information on their field experiences both written and verbal.

2. Students will evaluate the judicial system and suggest methods for improvement through discussion.

Materials and Resources:

People:

Larry Gaddis - Criminal Lawyer
John Tagert - Colorado Springs Police Department
Gary Holmes
Chuck Ziegler - Juvenile Probation
Isabel Atkins

Films:

True Story of an Election - Parts I & II
Colorado: The State Legislature

Filmstrip:

The Fight Against Crime

Books:

Newsweek 3/8/71 and 5/17/71
Crime and Criminals - Jack R. Frankel
Issues Today 12/15/69
Crime in America - Ramsey Clark

Cost Analysis

Transportation:

Most sessions will meet at Mitchell, or students will meet at other locations in the city. If transportation is provided, cost will be $6/trip/group maximum. Three such trips for each 4 groups will be a cost of $72. Assuming a combination of the above, and assuming some mileage for staff autos, $50 is budgeted.

$50

No other costs are forseen.

TOTAL COST OF BLOCK	$50

WHY MAN CREATES

Description:

"Why Man Creates" will draw upon the arts and cultural events of Colorado Springs and Denver in an effort to explore the self-expressive dimension of man's life. Students will be encouraged not only to study the arts, but to create on their own. We hope that the following attitudes will begin to grow in students: an understanding of the need for art in human life and the impulses that drive some people to create; a realization that creativity is a habit of mind that can infuse all human activity; an appreciation for beauty and a desire to see creativity flourish in the future.

Structure:

"Why Man Creates" will be an 8-day block taking place just before Thanksgiving vacation and will involve all students and instructors at one time. The block will consist of a collage of events available to students in the Colorado Springs and Denver areas. It is hoped that students will take this opportunity to expand on areas of previous interest and to also explore new areas of artistic expression.

Objectives:

General:

Through group discussion and individual activities, students will participate in a variety of experiences of artistic expression that will allow them to:

1. Explore the various reasons for "Why Man Creates."
2. Investigate the conditions that tend to nurture creativity and those that tend to smother it.

3. Realize that creativity is a condition of the mind which can prevade all forms of human activity - not just "the arts."

Specific:

Individual students will:

1. Explore at least 2 different forms of artistic expression.
2. Select a field of personal creative endeavor and finish a creation which expresses their uniqueness.
3. Visit the Colorado Springs Fine Arts Center.
4. Be able to describe at least one example where artistic creativity enhances the day-to-day lives of the general public.

Activities:

1. Attend one from Group A and one from Group B.

   Group A

   - -a symphony
   - -a ballet
   - -a play or musical
   - -a guest soloist

   Students will then evaluate their choices as to their value as an art form.

   Group B

   - -a movie
   - -a rock concert
   - -a folk singer

2. Make a film and/or slide tape program of the Senior Seminar.
3. Write, produce and direct an original play.
4. "Try your hand at".......pottery, weaving, candle-making, jewelry design, sculpture, landscaping, advertising design, fashion design, creative writing, etc.
5. Explore the evolution of man's artistic expression throughout history.

Resources:

1. Colorado College Experimental Film Festival.
2. Colorado Springs Fine Arts Center.
3. Mitchell High School Art Department staff.
4. Mitchell High School Music Department staff.
5. Guest Speakers and Performers:

   Ann Zwinger, local author Beyond the Aspen Grove
   Les Baird, actor
   Dr. Tom Giblin, professor, U.C.C.S.
   Mark Buswell, teacher Mitchell High School - Mass Media
   Deni Blakemore, teacher Mitchell High School
   Don Kornelly, teacher Mitchell High School - Mass Media

6. Individual artisans in the community.
7. Student drama and musical presentations at C.C., C.U., and local area high schools.
8. The Weaver's Place - Black Forest.
9. Denver Art Museum.
10. Looart Press, Inc.
11. Magazines and books:

    Craft Horizons
    Ceramics Monthly

12. Films:

    Time Is
    Why Man Creates
    Photography for Everyone
    Basic Film Terms: A Visual Dictionary

Cost Analysis

Transportation:

Most sessions will meet at Mitchell, or students will meet at other locations in the city. If transportation is provided, cost will be $6/trip/group maximum. Three such trips for each of 4 groups will be a cost of $72.

Some mileage will be required for staff autos. Assuming a combination of busing and meeting the students on location, $50 is budgeted.

	$50
2 trips for each of 2 groups to Denver @ $60/trip	240
Other:	
Consultant fees, and materials for "hands on" experiences (clay, paints, theater production)	300
TOTAL COST OF BLOCK	$590

BECOMING PARTNERS

Description:

Marriage is the focus of this, the shortest of the seminar blocks. However, there will be a direction of study within it which will ask the basic questions: Shall I get married? or Shall I stay single? Serious consideration of these questions is not intended to debunk marriage. To the contrary, we feel that the student who can realistically assess his own needs and personality in regard to the marriage prospect is most likely to help create a successful marriage. But in the process of making an intelligent choice, he may have to come toughly to terms with the demands marriage carries and analyze his maturity and desire to do that.

Structure:

This block will involve all 60 students and 4 teachers at one time the 4 days immediately preceding Christmas vacation. It will be an examination of the pros and cons of being married and of being single. The issues will arise from guest speakers, student research and discussion groups.

Objectives:

General:

Through group discussions and written journals, individual students will:

1. Demonstrate an understanding of the social, emotional and economic implications of being married and of being single.
2. Demonstrate an understanding of roles within a successful relationship.

Specific;

Individual students will:

1. Demonstrate, through discussion or written work, knowledge of how the economic aspects of marriage affect them personally.
2. Demonstrate through discussion knowledge of the changing roles of both husband and wife in a successful relationship.
3. Develop criteria to help answer the following questions: "What is the life-style of a single? Of a married person? Are children necessary for a happy marriage? How old should I be to get married? How soon should we have children in a marriage? How can we individualize the institution of marriage so that each couple can adjust it to fit their particular needs?"
4. Demonstrate through discussion knowledge of the social and economic implications of separation, divorce, or dissolution of marriage.
5. Demonstrate by discussion or written work knowledge of "partner patterns" among other cultures.
6. Demonstrate through discussion and written work knowledge of the philosophy of the "Womens Liberation" movement and the implications this movement has for married people and singles.

Activities:

1. Speakers--Right to Life, Zero Population Growth, Planned Parenthood, marriage counselor, divorce courts, women's liberation.

2. Study role of husband and wife in a successful marriage relationship.

3. Study alternative marriage relationships (female breadwinner and male homemaker, etc.)

4. Study the following questions:

   "Can two live as cheaply as one (or as two separately)?"
   "Is marriage a desirable alternative to being single?"
   "Do you have to have children in a marriage? How early?"
   "Is there a stigma on divorce or dissolution? Why?"
   "How early is early to get married?"
   "What is love? Does this concept change with age?"

5. Study partner patterns and partner roles among other cultures.

6. Study Womens Liberation Movement.

7. Study economic advantages and disadvantages of being married and of being single.

8. Study social forces which influence a person to marry or not to marry.

9. Discuss with a lawyer, legal considerations for single and married persons.

Materials and Resources:

People:

Orloff Miller - Marriage Counselor
Mary Cremones - Marriage Counselor
Linda Eichengreen - Women's Lib
Jeff Eichengreen - Psychologist at C.C.
Barry Weinhold - U.C.C.S.

Films:

To Be Married

Filmstrips:

Women - the Forgotten Majority
Taking a Look at Marriage

Books:

Letters to Phillip - Charles Shedd
Letters to Karen - Charles Shedd
Psychology 5th Ed. - Engle and Snellgrove

Introduction to Psychology
Becoming Partners - Carl Rogers
I'm OK, You're OK - Thomas A. Harris, M.D.
Open Marriage - Nena and George O'Neil
Sisterhood is Powerful - Robin Morgan
The Art of Loving - Erich Fromm
The Manipulated Man - Ester Vilar

Cost Analysis:

All meetings will be at Mitchell or within the local community; thus, no transportation costs are needed.

$40 is budgeted for miscellaneous expenses:	$40
TOTAL COST OF BLOCK	$40

DOLLAR POWER

Description:

The purpose of this module is to confront students with nearly every basic financial responsibility they will face in their years after graduation from high school. In the market-place of Colorado Springs, they will solve actual problems in purchasing and family finance; and when they have done this, we hope they will be on the way to becoming aware and sensible consumers--as well as have some grasp of the intricasies of the economic life of the country at large. Personal growth, therefore, we hope will be coupled with civic consciousness.

Structure:

The "Dollar Power" block will last 15 days with 30 students participating supervised by one instructor. Introduction to the block will last 2-3 days and will brief students on objectives, involve guest speakers, and investigate methods of research. During the field experience students will work in teams of 2 or 3 on contracted projects selected by them. Each field experience will last from 1-3 days. In addition, certain activities will be required of each student. During the field experience the students will report back to the instructor individually with completed projects and as an entire group to share their experiences and research at scheduled times. At the end of the block, 2-3 days will be spent discussing the value of each project and awareness of the students of consumer economics.

Objectives:

General:

Through individual and group projects reported through oral and written assignments, students will:

1. Demonstrate an overall understanding of consumer economics.

2. Develop a responsible attitude toward personal finance management.

3. Develop skills in buying and selling.

4. Study environment aspects of products on the market.

Specific:

Individual students will:

1. Demonstrate a knowledge of income tax by filling out a "short form" and "long form."

2. Demonstrate a knowledge of employment problems by visiting a state or private employment agency and filling out a job application. The student will learn the proper technique for a job interview.

3. Demonstrate a knowledge of credit card economics by completing a written assignment.

4. Demonstrate a knowledge of budgeting his money on a monthly and yearly basis by keeping an itemized budget.

5. Demonstrate a knowledge of environment by studying and reporting on product advertising and packaging.

6. Demonstrate a knowledge of buying and selling products through written contrived projects.

7. Demonstrate a knowledge of future family security by selecting a life insurance plan on some other alternative plan.

Activities:

Introductory:

1. Group will discuss consumer economics after doing various reading activities.

2. Guest speakers--businessmen from the community.

Required--completed by each student:

1. Fill out income tax forms, federal and state.

2. Fill out job application after visit to state or private employment agency.

3. Compute credit card finance charges.

4. Complete a monthly and yearly budget given a contrived job at the beginning of the block. Rework the budget at the end of the block after completing various projects on buying.

5. Study environmental impact of products on market through observation, reading and discussion.

6. Write a life insurance policy for the future or choose an alternate security plan.

7. Visit Denver Mint. Discuss value of dollar as well as devaluation and inflation.

8. Overall group discussion of required activities.

Optional:

Each student will choose some of the following activities:

Contrived project activities will be given to teams of 2-3 students. Teams will meet with the instructor and turn in a written report of their completed project. At selected times all students will meet and exchange project information.

1. Housing--comparison of all aspects of renting, buying or building.

2. Transportation--buying a new or used car; used public bus system; bicycles. Maintenance costs included.

3. Food--costs, nutrition value, packaging.

4. Medical expenses--budget yearly expenses for various sized families.

5. Clothes--selection of clothes by cost and durability.

6. College or vocational school costs versus job availability.

7. Product of choice--comparison of various brands; quality versus price; amount of service.

8. Interview an accountant or businessman in the community.

9. Explore the effects of boycotts such as the beef boycott of April '73.

10. Explore "magazine sales" or "odometer roll-back" scandals.

11. Career inquiry - spend a day with person of your choice.

Follow-up Activities:

1. Students will distribute and discuss a written summary of optional activities chosen to the other students.

2. Discuss overall value and attitude change toward consumer economics.

Materials and Resources:

People:

Banker - Roger Lane
Major car dealer
Insurance salesman - Doug Shellman
Tax accountant - Dennis Riggs
Colorado State Employment Agency - Nick Remel, Bill Shank
Staff from business department - Mitchell High School
Budget counselor PPFC - Mrs. Hausman
Colorado State University Extension Service - Judy Nakashima
Just Us, Inc. - Food buying coop.
Personnel managers from various businesses - Hewlett Packard, Kaman Nuclear, Ampex, Exchange National Bank-Margaret Sziich, Sears-June Hendricks
Better Business Bureau, Denver

Printed material for each student:

Understanding Taxes - Teaching Taxes program from Department of Treasury, Internal Revenue Service
Job Application forms from Colorado State Employment Service and various businesses in Colorado Springs
GATBC General Aptitude Test Battery from Colorado State Employment Agency
Forms from business department monthly and yearly budgets
Optional project activity packets proposed by Senior Seminar Staff

Books, magazines and newspapers:

Time, Life, Book of Family Finance
Eyster, Wilson, Consumer Economic Problems (Bus. Res. Cent.)
Consumer Education Programmed Learning Instruction, Delta Pi Epsilon, Inc. (Business Office)
Consumer Report (Bus. Res. Center)
Consumer Guide
Changing Times - Kiplinger Service (Bus. Res. Center)
Policies for Protection, How Life Insurance and Health Insurance Works from Educational Division, Institute of Life Insurance, Health Insurance Institute, 277 Park Avenue, New York, New York 10017
Wall Street Journal (Bus. Res. Center)
Gazette Telegraph
Colorado Springs Sun
Colorado State University Extension Service Printed Materials

Films, filmstrips, cassettes, records:

On Guard Bunco Film
The Rise of Big Business

Your Job series:

Your Job Interview - filmstrip record
Your Job Applying for It - film
Your Job Finding the Right One - film
Your Job Fitting In - Film
Your Job Getting Ahead - film
Your Job Good Work Habits - film
Your Job You and Your Boss - film
Your Personality: The You Others Know - filmstrip, record
Our Money System - filmstrip
The Most Famous Form (Federal Income Tax)
Write to: District Director IRS, PO Box 447, Denver, Colorado 80201
Attn: B. Hoagland, Teaching Taxes Coordinator
Modern Consumer Education Set - booklets, cassettes and filmstrip (Bus. Res. Center)
Resource Kit for Teaching Consumer Education
Consumer Education Series, Doubleday Multi-media (cassettes, filmstrips and booklets)

Cost Analysis:

- Transportation:

2 groups to Denver @ $60/trip	$120

All other activities will be in the local community, and usually in groups of 2 or 3 students, so will require no transportation costs.

No other costs are forseen

TOTAL COST OF BLOCK:	$120

SPACESHIP EARTH

Description:

One of the intents of this block is to stimulate thought and discussion about the effects--both positive and negative--which science and technology have had on human life in the twentieth century. In addition, there will be some speculation about the shape of the future as a consequence of these effects. In particular, we want to study some of the knotty problems posed by increasing population and the increased use of energy and natural resources - although these certainly will not be the only troublesome problems considered. It is clear that few, if any, of our most pressing dilemmas will have unilateral solutions. To the contrary, any answers will most likely come from the combined efforts of many people working with sometimes widely varying talents and points of view. To approximate this harmonious interaction of people with different values and expertise, we plan to gather students into various imaginary groups or task forces for the purpose of trying to solve problems. Specifically, we hope to create something of lasting and visible help for the environment in the Pike's Peak Region.

Structure:

The "Spaceship Earth" block will last 7-8 days with 15-20 students participating supervised by one instructor. There will be a two day introduction with discussions, films and speakers on environmental issues as well as aspects of science and technology. Students will then become involved in the community by going on field trips, working toward a solution to an environmental problem in the community, and choosing an environmental problem for further research on their own. The last day will be spent discussing student awareness to environmental problems and technology in Colorado Springs.

Objectives:

General:

Through individual and group projects reported through oral and written assignments, students will:

1. Demonstrate a basic understanding of environmental problems in Colorado Springs.
2. Develop an understanding of social and economic ramifications resulting from science and technology.
3. Evaluate the quality of life in a rapidly growing urban area (Colorado Springs.)
4. Work toward developing a solution to one pressing local problem.
5. Demonstrate a change in values related to environment.

Specific:

Individual students will:

1. Demonstrate an understanding of environmental problems by discussing information from reading, films and guest speakers.
2. Demonstrate a knowledge of social and economic problems created by man's impact on the environment through pre-test and post-test as well as discussion.
3. Evaluate the quality of life in Colorado Springs by writing a report on one environmental issue of the area.
4. Work as a group toward the solution of one local environmental problem by doing a community work project that will have a lasting constructive change in the community.
5. Demonstrate a change in personal values related to the environment through discussions and pre-test and post-test.

Activities:

Introductory:

1. Read two books or articles from the reading list on one aspect of the environment or technology. The reading material will be discussed as a group.

2. Discussion of films in relationship to local problems.

3. Guest speakers--city planning, water pollution, air pollution, population, technology.

4. Guest speakers who support various business activities that are generally thought to be detrimental to the environment: power plant, car dealers, castle concrete.

Required Activities:

1. Tour Colorado Springs stopping at White House Ranch, Garden of Gods, Mesa Water Treatment Plant, a landfill, and the sewage treatment plant, subdivisions (old and new).

2. Participate in a chosen community work project.

3. Research an environmental problem in the Colorado Springs area of own choice and write a report. Areas to choose from:

   Land use planning
   Water resources
   Transportation
   Population pressure
   Open space
   Recreational facilities
   Present and future energy resources
   Air, water, land or noise pollution
   Zoning
   Technology
   Model of Colorado Springs in 1872, at present and in 2000
   Plan and build an ideal model of a community

4. Discussion as a group of environmental aspects researched in special projects - positive and negative.

5. Discussion of over-all growth of Colorado - positive and negative.

Optional Activities:

One of these might be used in independent study. One of these might also be substituted for a research project.

1. Spend a day with a planner, real estate salesman or developer.
2. Spend a day at the City-County Health Department becoming knowledgeable of their various duties.
3. Visit a planning commission meeting or a city council meeting.

Materials and Resources:

Speakers and Resource People:

PPACG - Rolin Gow and Bill Russin
City Planning - Bud Owsley
County Planning - Gary Boettcher
Loren Mundy
Sierra Club - Dave Ulmer, Bill Rose
Air Pollution - Chuck House, Mr. Lantz (City - County Health)
Game, Fish and Parks - Mr. Stein
Pike National Forest - Lee Meydrick, Denny Lynch
Right to Life - Dr. Francis (University of Colorado)
Planned Parenthood - Sylvia Clark, Mrs. Fuller, Barb Trombley
Kaman Sciences
Hewlett Packard
Zero Population Growth - Dave Cole
Aiken Audubon Society
Issac Walton League
Front Range - Elizabeth Ingram, State Chairman
Pueblo West Development - Mr. McCulloch
Walker Realty - Deanna Scott

Field Trip Contacts:

George Harris - landfill
Glen Molsberry - water treatment
Mr. Gruenveld, Mrs. Kocerha - sewage treatment

Films:

Future Shock
Tradgedy of the Commons
The Third Pollution
Prairie Killers
Prudhoe Bay or Bust
Of Broccolli and Pelicans and Celery and Seals

Water For Dry Land USA, the Southwest
Slow Death of Desert Water
Food or Famine (Shell Oil)
Air is for Breathing (Shell Oil)
The River Must Live (Shell Oil)
Pesticides in Focus (Shell Oil)
The Chain of Life
The Problem With Water is People

Books and Articles:

Abbey, Edward - Desert Solitaire
Angier, Bradford - How To Stay Alive in the Woods
Bronowski, J. - Science and Human Values
Carr, Donald E. - Death of the Sweet Waters
Carr, Donald E. - The Breath of Life
Carson, Rachel - Silent Spring
Christopher, John - No Blade of Grass
Commoner, Barry - Science and Survival
DeBell, Garret - The Environmental Handbook
DeBell, Garnett, The Voter's Guide to Environmental Politics
Ehrlich, Paul R. - The Population Bomb
Ehrlich, Paul R. - Population, Resources, Environment
Ehrlich, Paul R. and Harriman, Richard L. - How To Be a Survivor
Graham, Frank, Jr. - Since Silent Spring
Grayson, M. and T. Shepard, Jr. - The Disaster Lobby
Kelly, James - Pollution Man's Crisis
Landau, Norman J. & Rheingold, Paul D. - The Environmental Law Handbook
Laycock, George - The Alien Animals
Laycock, George - The Diligent Destroyers
Leopole, Aldo - A Sand County Almanac
Lorber, George - Circle of the World
McLuhan, T.C. - Touch the Earth
Marx, Wesley - The Frail Ocean
Murdock, William - Environment - Resources, Pollution & Society
Myers, Charles B. - The Environmental Crisis
Rienow, Robert & Leona Train Rienow - Man Against His Environment
Rienow, Robert & Leona Train Rienow - Moment in the Sun
Sierra Club - Ecotactics
Swatik, Paul - The User's Guide to the Protection of the Environment
Teal, John & Mildred - Life and Death of the Salt Marsh
Toffler, Alvin - Future Shock
Udall, Stewart - The Quiet Crisis
Terry, Mark - Teaching for Survival
Wise, William - Killer Smog
Ziswiler, V. - Extinct and Vanishing Animals
Zwinger, Ann - Beyond the Aspen Grove

Periodicals, magazines and newspapers:

Air Quality Criteria for Particulate Matter
Air Quality Criteria for Sulfur Oxides
"The Ambient Air", The New Yorker
The Breather's Guide to Invisible Air Pollution
Colorado Magazine
Colorado Outdoors
Family Planning Perspectives
Gazette Telegraph
The Pollution Trap

Cost Analysis:

Transportation:

Many sessions will meet at Mitchell, or students will meet at other locations in the city. If transportation is provided, cost will be $6/trip/group maximum. Three such trips for each of 4 groups will be a cost of $72.

Some mileage will be required for use of staff autos.

Maximum transportation costs:	$100

Other:

Materials and supplies for experimental projects, research, and service projects:	300
TOTAL COST OF BLOCK:	$400

THE OTHER AMERICA

Description:

We believe one of the most important attitudes to learn is the inclination to see things as others do and to be aware of how differences in perspective affect human relations. This is especially true with respect to groups of people who live--either by circumstance or by choice--outside the main currents of American culture. It is our goal in this unit to awaken the kind of perceptions and attitudes about people which will help human relations go more smoothly in the future than they have in the past.

Structure:

"The Other America" will be the last block of the Senior Seminar and will involve all students and teachers at one time. During the 10 days that the block will run, students will be given the opportunity to explore the culture and life styles of a number of the minority groups in our society. In addition to the Black, Chicano and Indian minorities, this block will also explore the problems of the very young and very old and such alienated groups as hippies, etc. Live in and work in experiences and exposure to minority history and art will highlight this block. In addition, it is hoped that all students that desire to do so will have the opportunity to participate in a five-day journey throughout Southwestern and Southeastern Colorado, Northern New Mexico and Northeastern Arizona to study Indian and Chicano cultures.

Objectives:

General:

Through group discussions, written assignments and personal journals, students will:

1. Demonstrate an awareness of the existence of live-styles that are strikingly different than the one they are accustomed to.
2. Demonstrate an understanding of the worth and contributions of minority groups in a multi-cultural society.
3. Demonstrate an understanding of the meaning of "cultural relativity."

Specific:

Individual students will:

1. Demonstrate through a written paper a knowledge of the history, art and cultural mores of either the Black, Chicano or Indian minorities in Colorado.
2. Be able to discuss the reasons why some social or religious groups (hippies, Jewish Families, etc.) become alienated in our society and be able to suggest ways to eliminate the alienation.
3. Identify specific cases in the Colorado Springs area where minorities and majorities are being discriminated against.
4. Be able to answer the questions: "What is cultural pluralism? Do you think it is possible in a symbiotic society such as ours?"

Activities:

In addition to guest speakers and group discussions, students will be expected to participate in at least 2 of the following activities:

1. Write a paper about the provisions for or the lack of provisions for the elderly in Colorado Springs.
2. Work in an old folks home.
3. Live with a minority family.
4. Help in a free school or private school.
5. Help with a day nursery or pre-school.
6. Visit Fort Carson.
7. Prepare a monthly budget based on an average monthly social security income.
8. Interview a social worker and possibly work with them.
9. Five day trip to study Indian and Chicano cultures.
10. Help at the U.S.O.
11. Read and be able to discuss a book on one of the minorities.

Materials and Resources:

Books:

Soul on Ice - Eldridge Cleaver
Autobiography of Malcolm X
Bury My Heart at Wounded Knee - Dee Brown
Custer Died for your Sins - Vine Deloria, Jr.
Sal Se Puedes - Caesar Chavez
La Raza - Stan Steiner
Chicano Manifesto - Armando Rendon
We Talk, You Listen - Vine Deloria, Jr.
Touch The Earth - T. C. McLuhan

Films:

Summer of Johnson Holiday: Navajo Boy
The Water Is So Clear That A Blind Man Could See
The Child Watchers
Black Men and Iron Horses

Filmstrips:

They Have Overcome - Claude Brown
They Have Overcome - Dr. Dorothy Brown
They Have Overcome - Dr. James Comer
They Have Overcome - Gordon Parks
The Black Odyssey - Migration To The Cities
The Navajo Today
The Apache Today

Cost Analysis:

Transportation:

9 passenger station wagons rented from Thrifty Rental Service at $99.40/week for up to 700 miles, plus gas, estimated at $130/wagon for 700 mile trip. 8 such trips is $1,040	$1,040
In town transportation, similar arrangements to other blocks: $50 budgeted	50
Other:	
Possible live-in experiences, and consultant fees:	150
TOTAL COST OF BLOCK:	$1,240

INDEPENDENT STUDY

Description:

Each student will have the opportunity to work independently on a problem of special interest. We are hoping this will give the student greater self-responsibility and self-confidence by completing a major project on his own. He should become aware of his own creative talents which might help him choose a career in the future.

Structure:

Each student may choose to do an 8 or 15 day block in independent study under the direction of one instructor. The student will pick a major topic of personal interest to research in depth using resource people in the community. At the end of the project, the student will share his experience with other students on independent study. Several seminar participants will complete academic courses with permission such as physiology and seminar English for credit under the direction of qualified Mitchell Staff in that particular area.

Objectives:

General:

Through personal communication both verbal and written with the instructor and other students, the student on independent study will:

1. Develop more self-responsibility.
2. Gain self-confidence by completion of a major project.
3. Become aware of his own creative talents.

Specific:

The student will:

1. Develop self-responsibility and self-confidence as evidenced by completed project outlines and a final written report at definite scheduled times.

2. Develop communicative skills by interacting with resource people in the community.

3. Develop creative skills which may lead to a future career.

4. Be able to serve as a resource person in his chosen project area through his written and verbal reports.

EVALUATION:

Evaluation will be an ongoing process throughout the Seminar. The last portion of each block will incorporate an evaluation by the students and staff involved. Between blocks, the staff members will meet to review the previous evaluations and possibly adjust plans for the following blocks. Students and staff will conduct an evaluation of the overall program during the last few days of the semester.

We anticipate conducting a student attitude survey with the Seminar students and with a randomly selected control group. This will be based on the similar study of the Denver East Seminar conducted by Dr. Stan Ratliff of the University of Colorado Graduate School of Education.

Many other resources are available and will be used for evaluation:

-District #11 Research Department.

-Advisory Council for the Mitchell Senior Seminar. It is hoped that this group can conduct some "in field" observation and evaluation.

-University of Colorado Graduate School of Education, Dr. Stan Ratliff.

-Colorado Outward Bound School.

-Dr. R.J. Godfrey, of Colorado Outward Bound School, consultant on operation and evaluation of the Seminar.

-Gary Fornander - during the next year will be working toward a Master's Degree in Experiential Education at the University of Colorado. Planning and evaluation of the Senior Seminar will be incorporated into the Master's program.

Appendix B

Reports on Evaluations and Observations

COLORADO
SPRINGS
PUBLIC
SCHOOLS

PASO COUNTY SCHOOL DISTRICT NO. 11, ADMINISTRATION BUILDING 1115 NORTH EL PASO STREET, COLORADO SPRINGS, COLORADO 80903

OMAS B. DOHERTY, Superintendent

December 12, 1973

Mr. Ron Gager
Mitchell High School
1205 Potter Drive
Colorado Springs, Colorado

Dear Ron, et al:

Thank you all for a memorable day last week. It was a rejuvenating experience for me personally; but, even more than that, it was a revelation to see our young people thriving under these conditions and participating with such enthusiasm. I will long remember the "Thanksgiving dinner," the enthusiasm of the students who returned from the interviews in town, the hardy lady who moves the snowmobile around at will (stitches or no stiches), the beauty of the setting, the warm relationships between students and staff, etc. I am sorry I couldn't return Friday night for the square dance because I really would have liked to do that, but a prior commitment made it impossible.

Thank you again for hosting us and best wishes for the remainder of the seminar. I am very anxious to read the final evaluations of the program this fall.

Sincerely yours,

George

George H. Dalgleish
Assistant Superintendent for Instruction

GHD:nw

Assistant Superintendent; Instruction
GEORGE H. DALGLEISH

Assistant Superintendent; Business:
RICHARD G. AYERS

Administrative Assistant
PAUL H. FORISTER

[illegible] HIGH SCHOOL

[illegible] RONALD L. WALDE[illegible] PRINCIPAL
[illegible] D. MIKKELSEN, ASSISTANT PRINCIPAL
GERALD A. HUGHES, ASSISTANT PRINCIPAL

1205 POTTER DRIVE
COLORADO SPRINGS, COLORADO 80909

December 19, 1973

Mr. Ron Gager
Senior Seminar
Mitchell High School

Dear Ron:

To coin the vernacular of the Senior Seminar students, your program is dynamite!

Seeing the Ranch experience first hand was a real thrill for me because most of the rewards of being an administrator come as the result of secondhand information. I was elated to think that my support of your vision helped result in such an outstanding educational experience for Mitchell students in the Seminar. George Dalgleish and I both enjoyed our experience at the Ranch a great deal. Our faith in the ability of young people to enjoy learning has reached a new high and you can count on me for continued support of your program. From everything that George has said to me about the Senior Seminar, I can only assume that you can count on his support also.

Dedication and enthusiasm from the Senior Seminar Staff have resulted in an extraordinary amount of time and work output on the part of the Staff and students. Evidences of hard work and planning were apparent everywhere at the Ranch, from the furnishing and repairs of the buildings to the telephone books in the outhouse. You are all to be commended on the success of such a creative undertaking.

The most enjoyable part of my visit stemmed from the opportunity to see students and staff members who were able to relate in such a beautiful way and also to experience, if only temporarily, some of those relationships myself. The rapport which you and your students have developed comes from mutual respect growing out of hard work and dedication toward a common goal. In the traditional school setting we rarely find this kind of rapport except occasionally in extra-curricular activities such as the coach-athlete relationship. The success of your program obviously has ramifications for many of our other classes.

Your program is one you can all be proud of and anyone who doubts the educational merits of such a program either has an insufficient knowledge of what you are doing in your program or suffers from an unbelievably narrow view of what secondary education is all about.

Sincerely,

Ron

Ronald L. Walden
Principal

RLW:lm

1876

COLORADO BOARD OF PAROLE

JOHN D. VANDERHOOF
Governor

1550 Lincoln Street, Rm. 106
Denver, Colorado 80203
303 - 892-2338

GORDON W. HEGGIE
Chairman

HARRY KAPLAN
RICHARD A. SUTTON

November 13, 1973

Mr. Jerry Hughes, Assistant Principal
Billy Mitchell High School
Potter Drive
Colorado Springs, Colorado

Dear Jerry:

Last month the Parole Board was visited by several students from your school who are involved in the Senior Seminar. Their visit was planned to correspond with the Board's hearing at the Colorado State Reformatory, Buena Vista, Colorado. Normally, our hearings are not open to the public but because of the purpose being fulfilled by the Senior Seminar we made an exception.

We were extremely impressed with the level of involvement that your students demonstrated after sitting in on only a few hearings. Prior to the Board's rendering a decision we sought the student's impressions.

There is little doubt in our minds that the experience had a beneficial result and the students learned first hand something of the correctional process that is not duplicated in a text book.

Billy Mitchell High School, you as a Director of this program, those teachers and counselors directly or indirectly involved, and School District No. 11 should be commended for the innovating and refreshing approach to the educational process.

You or any of your staff is cordially invited to be present when the next group of students sit with the Board.

Sincerely yours,

Richard A. Sutton

Richard A. Sutton

RAS:gk
CC; Dr. Roland Walden, Principal
    Billy Mitchell High School

Senior Seminar - North Central Evaluation

The Senior Seminar '73 program developed at Mitchell High School for fifty students, four teachers, and four student teachers was designed, not to replace classroom learning but to enrich and supplement that learning. As an "experiential learning" experience, the staff believed this program would stimulate new interest in classes as students returned the next semester to the classrooms at Mitchell. " Experiential education" can be understood as an approach to learning which opens up the world outside the classroom as a total learning environment. This intensity and depth of experience is often difficult to achieve in a classroom. The experience itself and the attempt to simulate "life-like" experiences may well open new dimensions to a student's learning, having been exposed primarily to "vicarious" experiences most of his school years. The general objectives of the Senior Seminar, as seen by it's staff, are vital to understanding the program and must serve as the basis for it's evaluation. The staff listed the following as their objectives of the program:

1) To stimulate renewed interest in classroom and personal study through an experiential dimension in a student's education.

2) To supplement and enrich classroom learning, not replace it.

3) To help students realize how much past learning in various disciplines comes together in most experiences of life.

4) To encourage cooperation in solving problems.

5) To help students come to terms with their potentials as leaders.

6) To develop attitudes and values which help make effective citizens of their society and world.

7) To encourage increased awareness and a general openness to experiences of all kinds.

8) To focus on such characteristics as self-confidence, self-reliance, self-education, and developing self-goals.

The semester was divided into learning blocks approximately three weeks long, concentrating on a theme and allowing intensive, in-depth study or total participation in the experience. Students are given five units of elective credit for their participation during the semester. Due to the small number of students (13) working with a teacher and student teacher in each block, such goals as development of cooperative skills, problem solving, and leadership potential are easily focused on. Each block is designed to include preparation time; i.e., time to explore readings, background information pertinent to the particular experience; the actual experience, and evaluation time including follow-up assignments. These blocks ranged in subject from a "Living with the Earth" module - an attempt to simulate the pioneer existence, with concentration on basic living skills and first-hand knowledge of the history of that area and era - to "Dollar Power" - a focus on major financial responsibilities students must face in their near future. The "Outdoor Challenge" block was both an extended group experience in a natural environment with built-in stress situations, and an opportunity to bring academics to that environment. Such subjects as astronomy, ecology, geology, map-reading, and creative writing were studied as the group backpacked into the Gore Range-Eagles Nest Wilderness and the Grand Canyon of the Colorado. Three other "in-town" blocks focused on such questions as "Why Man Creates", an aesthetic look at Colorado Springs and Denver; what crimes an individual might commit against society and what crimes society might be guilty of perpetrating against the individual in the block " Crime and Punishment "; and who is the " Other America ", a look at those outside the mainstream of middle class America.

Strengths

1. Program is effectively meeting the stated objectives of the staff.
2. Provides real-life experiences not often found and impossible to recreate in the classroom.
3. Builds positive relationships between students and teachers; opportunity for each to understand each other as " people " first.
4. Extended group experiences with built-in stress situations encourage cooperation and an understanding of people within the groups.
5. Many of the blocks provide an opportunity for students to confront their own limits and learn how these can be extended.
6. Makes good use of available resources within the school; i.e. films, books, rooms, library, thus maintaining a real tie with Mitchell High School.
7. Design of blocks provides more time for integrating academic inputs into the experience.
8. Relationship with the community is strengthened by tapping wealth of resource people within Colorado Springs.
9. Successfully provides a model as a low-budget experiential program for other schools wishing to develop something similar.

Recommendations

1. Provide a form of permanent transportation for the Senior Seminar: search the possibilities of purchasing a school bus (or vans) for the Senior Seminar, which could also be used for other interdisciplinary programs, when not being used by the Seminar.
2. Studying and possibly restating student characteristics (goals) so that some form of evaluation could measure student growth. This would make the program accountable and less likely to remain as an " experimental program ". Strengthen evaluation procedures and show evidence of affective changes in students.
3. Explore other possibilities for funding. Marathon is good, but might not be sufficient in the future for Seminar activities.
4. Problem of offering credits needs to be explored. Seems unfortunate that the program is limited only to students with required number of courses. more flexibility is needed. Possibilities: as long as interdisciplinary courses are being encouraged, could the district explore their own policy as to accumulation and giving of credits?
5. Within individual departments (English, Social Studies, etc.) an attempt be made to offer single semester classes for those students coming back into the program in the middle of the year.
6. Program now designed for mature low-risk students, who could adapt easily to new situations. Expand the program to include Target students and minority students. Opportunity to turn students already turned off to school on to education, life, and learning. Nature of Senior Seminar lends itself to people understanding others and working cooperatively together.
7. Explore possibilities of an exchange with East High School's Senior Seminar. (Exchange of students and teachers). Sharing experiences.

8. Maintain the Seminar staff as is and possibly add one teacher next fall. Allow this staff to complete one full year of Seminar with a full evaluation after and during that year. Begin introducing staff to program with possible teacher exchanges with staff. Improve public-relations.
9. Eventually, for Seminar to survive, need to look at rotating staff idea. This could mean two years on the seminar and one year off.
10. Seminar staff could begin exploring and providing inspiration for other alternative experiential programs, within Mitchell. Expanding into other programs.
11. Find a more permanent place to house Seminar. It is unrealistic to think of operating with one room and 100 students. Look into the possibility of renovating a house.
12. Explore the possibility of a director or a full-time secretary to relieve staff of administrative work, allowing them time to plan blocks and counsel students. Ease excessive demands on staff.
13. Keep in touch with similar experiential programs developing within the Colorado and Southwest area, in the hopes of a continuing exchange of ideas helpful to the development of these programs.

SENIOR SEMINAR OBSERVATION

ACTIVITY: Mock Trial

TEACHER: Nancy Pardee

ARRIVAL: 2:00 PM DEPARTURE: 5:00 PM

OBSERVER: Gary Modic

DATE: Dec. 4, 1973

OBSERVATIONS

1. The students were the active participants with coaching and assistance from the deputy D.A.s and para-legals.
2. There appeared to be a good amount of preparation on the part of the students for the trial.
3. The students were totally engrossed in the parts they were playing.
4. The deputy D.A.s and the para-legal people created a good learning environment for the students.

I was impressed with the session I observed and I believe the students made significant educational gains by participating and viewing our legal system.

MEMO

TO: Seminar Staff and Advisory Board

FROM: Wayne Kelly

DATE: November 15, 1973

These are some responses I have received from non-Mitchell personnel, when queried about their perceptions of the seminar. Thought you might be interested!!!

FROM A STATE PAROLE BOARD MEMBER: Feels students visiting Buena Vista and involved in probation department are gaining a better understanding of the judicial system and basic sociology than he got from any single college course.

FROM A PROBATION OFFICER: If I had a choice of hiring someone who had gone through this type of program as opposed to one who went only the regular school system, I'd have an easy choice.

FROM A LOCAL JUDGE after talking with several students and involved with one phase of the Crime - Punishment block -- "I'm delighted to see that District 11 is finally moving into the field of education." (Note - Consider this as a part of a ten-minute conversation, and do not read extras into it!)

FROM AN EDUCATOR at Buena Vista: Would like to use senior seminar concept for inmates in adjusting to the real world. Strongly impressed by high knowledge and interest of students.

FROM A LOCAL BUSINESSMAN involved with Dollar Power: If more students could gain through these types of programs business would gain. I can teach students skills needed for my line of work in several weeks, but I can't teach them how to get along with people - the senior seminar course.

FROM A SOCIAL WORKER seeing one family: I've seen more positive changes in the family in the last six weeks than in the past six months. The whole family is talking about the seminar and I attribute much of the freedom of change to the benefits from the seminar.

FROM COUNSELORS:

- Offered opportunity no where else offered
- Fantastic growth
- Concerned about other humans - never before

EVALUATION TRIP TO RANCH BLOCK
12 - 4 - 73

Members of Observation Team:
Jerry Hughes
Jim King
Mike Birchenall

Time: 8 a.m. to 3:30 p.m.

Activities Observed:

1. Making of pot holders
2. Preparing breakfast - lunch meals
3. Grinding wheat for bread making
4. Shoveling snow to clear paths and road
5. Interview with pioneer couple in town
6. Tour of Kettle Cattle Ranch conducted by Mrs. Kettle. Her remarks taped by students.
7. Loading of calf into truck - students helped under direction of ranch owner

General Observations:

The students demonstrated a very positive attitude toward their entire experience. They were considerate of each other and seemed to appreciate the talents unique in each person. Even though the weather was cold and snow deep, their spirits were high and looking forward to the ten day stay on the ranch. The instructors were professional in their handling of all situations during the day. They were organized but allowed students to carry on activities freely.

Observation trips by Don Kornelly + D. Blakemore (teacher)

Informal Report on Trip to Senior Seminar Ranch

Miss Blakemore and I visited the ranch Columbus Day, October 8th. Upon arrival we found a half dozen students working on a corral at the front of the ranch. Their enthusiasm and interest in the program was to set the tone for the entire day. They all seemed to be discovering basic manual perspective - and finding a great deal of self-satisfaction in the process. At no time during the five hours we were there did I see anyone "goofing off" or wasting time. There seemed to be a rigorous self-imposed schedule for doing things without being told to do them. The prevailing attitude was that if a person saw something needed to be done, that person would do it, rather than let George do it.

The class was divided into smaller units with specific jobs for each unit to do for a day, such as a cooking unit, a building unit, etc. The students in each unit were then rotated so each would experience the different aspects of the ranch. This also permitted much time for individual study, exploration, helping others, etc., as long as the primary responsibilities of the unit were fulfilled for the day. The students were always cordial to suggestions, willing to adapt to new circumstances and positive in their recommendations to their peers. There was also a prevalent sense of humor in the units observed.

Initially, I felt that the near evangelistic attitude toward the program was somewhat puffed-up for our benefit - but as the day wore on, I found that involvement and enthusiasm rubbing off on me. After only a short time there, we could no longer just observe, we began to participate, and I found myself showing a girl how to tar a roof (something I had never done), use old newspapers to insulate the bunkhouse, and find the best way to gather old siding from an out-of-the-way abandoned farmhouse. We left knowing that the longer we stayed, the harder it would be to leave. Thinking back, there were an amazing number of small, but tangible accomplishments that each of us had achieved that day. Each of those contributed in a new and perhaps unique way in education to a self-satisfaction and positive self-image.

cc: J. Hughes; asst. principal
    D. Blakemore

The senior seminar appeared to be non-structured to such an extent that menial tasks appeared to take priority. There did not appear to be any tie-in with academics or follow-up as to what objectives these menial tasks were achieving, even though, the opportunity was there to do so.

There seemed to be too many people for specific tasks (e.g. 5 on dinner detail) and no specific job list for specific people. The students were asked what they would like to do and a lot of time was wasted while decisions were being made.

Due to the short time of this particular seminar, it is imperative that every minute be utilized to its fullest. The mornings or evenings could be the time for menial tasks, freeing the afternoons for concentration on projects. Crews could be rotated possibly so that some were doing menial tasks while others were on projects of academic nature and then exchange assignments.

The emphasis of the program seemed to be on human relations rather than the academic areas of social studies, English, science, mathematics, etc. The opportunity was certainly there to correlate academics to the area and the regular chores as well as to tasks, such as meat cutting, dam building, wood cutting, even manure hauling.

Recommendations for program improvement:

1. To establish continuity and definite objectives one person should be assigned to the same unit for the entire semester rather than switching personnel every 10 days.

2. Instructors should lead the students with suggestions rather than allowing the students to flounder. Even pioneer people had elders to lead with suggestions for improvement and better utilization of resources. These suggestions were then expanded upon and put to practical use by the younger people.

3. Some form of order must be established with regards to the organization of the program such as:
    a. Duties or jobs should be put on a rotating basis
    b. The jobs be evaluated as to how they can best be accomplished by each group.
    c. Definite objectives be set up for achievement or accomplishments desired.
    d. A diary or report system might help evaluate progress and accomplishment.

4. More pre-preparation should take place before students leave for the ranch.

    a. Jobs anticipated. Students could suggest what they expect and what organization is needed for these to be done then the teachers could suggest any the students overlooked.

    b. Information on how to cut beef through slides, video tape, or visit to a butcher shop before going so the students are better prepared for the practical work.

  c. Research on guest lecture material, so questions can be asked.

  d. Orientation be instituted with the cooperation of local (both Colorado Springs and Federal) agencies before departure for the ranch so basic foundation skills are learned. Ranch time then could be spent to reinforce skills and time better spent on academic skills.

5. Definite problem solving situations should be worked into every possible phase where menial tasks are involved so that these tasks represent a learning experience. It was felt that the students should have received many of these "learning experiences" on the particular day we visited the ranch.

6. How are we going to justify the student-teacher ratio, if the entire staff of Mitchell is going to have to pick up the slack because of the seminar?

7. Do not utilize the "shotgun approach" to objectives. It would be better to do a few objectives well rather than many in poor fashion. This seminar should stress one skill area of academics with a certified and current instructor involved, that is, the ranch unit is more geared to social studies than possibly English Literature.

8. Evaluation is nebulous and should be completely spelled out so that accomplishments can be seen and measured. Develop evaluation techniques which will provide a comprehensive picture of the program. Involve students in the formulation of this evaluation program.

Young people have fine minds and ideas, but still need guidance to put them to best use. They feel more sense of accomplishment if they can see definite progress and achievement of a goal or goals rather than saying, "I know we got something out of this experience, but what was it?"

Submitted by:

Gary Modic
John J. Cerny, Jr.
Tom Hergenreter
Charleen Colvin

Custer County High School
Consolidated District No. C-1
Westcliffe, Colo.

Charles E. Blodgett,
Superintendent

783-2357

DEC 17 1973

Dec. 12, 1973

Mr. Ronald L. Walder
Gen. William Mitchell High School
1205 Potter Drive
Colorado Springs, Colo. 80909

Dear Mr. Walden,

During the past weeks at Custer County High School we have had visitors from Mitchell High School. They are students who are living at the Singing Acres Ranch and taking part in your special program at Mitchell High School.

Let me take this opportunity to compliment you on your program and to the students who are taking part. Not all of the students have visited us but the ones which have you may be proud of. Not only have your students learned about the rural schools, but many of our students have learned about the city schools.

Again congratulations on your program and to the students who are taking part.

Yours truly,

Richard L. Wilson

Richard L. Wilson
Principal
Custer County High School

R.W./R.J.

Office Memorandum

School District No. 11
Colorado Springs, Colorado

FEB

Date: February 12, 1974

To: Dr. Walden, Mitchell High

From: Ruth Mitchell

Subject:

The newspaper "Senior Seminar 73-74" is a tribute to what must be a challenging and satisfying program. It also serves to prove the point that students write well when they identify with something to write about.

Congratulations to all on both the paper and the program it reports.

RM:sk

cc: George V. Dalgleish
Kenneth L. Hinshaw

Appendix C

Senior Seminar Newspaper

MITCHELL
HIGH
SCHOOL

SENIOR SEMINAR 73 74

What Is Senior Seminar?

by Barb Cromer

Many people have asked, "What is Senior Seminar, anyway?" A simple answer would be: seven blocks of "experimential education" or learning by doing. But the Seminar has been much more.

Senior Seminar is, to me, memories of a hot woodstove, chinking, cold, and wet feet, pink mountain sunsets, making new friends on a personal level, plays and symphonies, stocks and bonds. . .

The list goes on and on.

More specifically, the Senior Seminar has been Living with the Earth, an early 1900 pioneer ranch simulation. Living with the Earth has meant sleeping on hay in an old, remade barn and getting up before the lazy winter sun in order to start breakfast on the salvaged wood stove. It has been a time of learning the history of the Westcliffe region through being part of it. We were brought face to face with a community much different than the one from which we come – small town churches, John Birchers, and the modern Kettle ranch.

Involving some practical aspects to be faced later in our lives, Dollar Power brought into focus some of the major financial responsibilities we will face upon graduation. Representatives of the insurance, real estate, investments and banking fields have given us insights into a world that we would ordinarily have been learning about through our mistakes.

Along the lines of "opening our eyes" was Crime and Punishment, perhaps one of the most thought provoking and shocking views of the criminal justice system as it exists in the U.S. Our involvement has been made through close contact with the D.A., Public Defender and Adult Probation offices. We learned that a trial is not Owen Marshall but quite contrastingly, a hectic in- and out-of-courtroom battle, gringing many other elements into play other than just "guilty or not guilty." To further concentrate this block, visits and personal contact with the "residents" of Buena Vista, Colorado State Penitentiary, and the Colorado State Hospital were made.

All the Senior Seminar units have successfully involved the student in what he is learning. The Outdoor Challenge block involved students in mountaineering; Why Man Creates provided a diversity of involvement in crafts and the fine arts; Dollar Power exposed us to major financial responsibilities we will face in the future; Becoming Partners explored Transactional Analysis and Women's Liberation as viewpoints on marriage; and the Other America block allowed students to examine a variety of minority points of view.

Experiencing learning has brought into light the many possibilities open to our futures. It is amazing how little we know about so many things. My feeling is that the depth of these learning situations has nurtured a curiosity in students and teachers to explore many of the concepts that are ignored in day to day life . . . and that this curiosity has helped a few more to ask why something is the way it is and attempt to find the answer.

This is the Seminar, but, then again, it is much, much more.

Questions and Answers

WHO CAN ENROLL IN SENIOR SEMINAR?

Ans: Any Junior whose schedule allows for five elective credits in the senior year.

DOES IT COST MONEY?

Ans: No, not exactly. Each student must make a commitment to earn $50.00 for the Seminar fund by participating in the Trash-a-Thon or some other money-making activity. Also, students will be expected to pay $2.00/day for food when they are out of town with the Seminar. There is, however, some scholarship money available for deserving students.

DO I NEED ANY SPECIAL EQUIPMENT?

Ans: Only a good, sturdy pair of hiking boots suitable for winter use.

HOW MANY DAYS WILL I BE OUT OF THE CITY?

Ans: A student can probably expect to be gone for two 10-12 day periods during the semester.

DO I GET A GRADE FOR THE SEMINAR?

Ans: No. Credit is given on a pass-fail basis with a written evaluation of student performance accompanying each block.

WILL THE SEMINAR HURT MY CHANCES OF GETTING INTO COLLEGE?

Ans: "No," according to Mr. McCormick of the Guidance Department. "This should not be a problem for most colleges and many degree programs. However, it is advised that each student check with the Counseling Department as requirements do vary with each college and the major a student may wish to pursue."

* * *

DOES IT MATTER WHICH SEMESTER I SIGN UP FOR THE SEMINAR?

Ans: No, but enrollment is limited for each semester and so we ask that you carefully consider your options.

WHAT CLASSES CAN I TAKE DURING THE OTHER SEMESTER OF MY SENIOR YEAR?

Ans: A number of one semester classes are available in most departments. However, if you need a full year (2 credits) in a specific area, such as social science, you will have to find two 1 credit classes to take at the same time.

* * *

CAN I BE IN THE SEMINAR IF I PLAY SPORTS OR AM ACTIVE IN STUDENT GOVERNMENT?

Ans: Yes, although some blocks do require extended periods of time out of town. In most cases, arrangements can be made to take the out of town blocks early or late in the semester to avoid conflicts.

DO I HAVE TO BE THE "ATHLETIC TYPE?"

Ans: No!!!

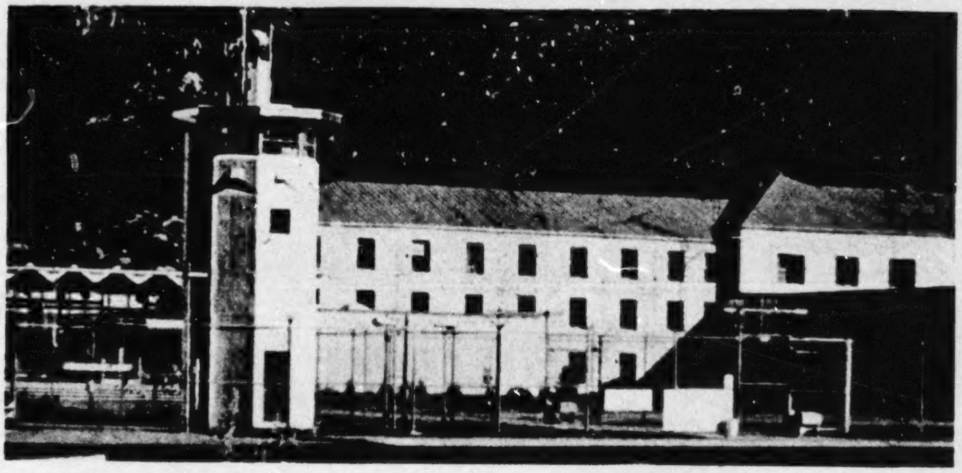
CAN I HAVE A JOB AND BE IN THE SEMINAR?

Ans: Yes, but arrangements will have to be made with your employer to allow you to give priority to the Seminar.

The Crime of Punishment

Putting prisoners behind bars in dark corridors will only make their hungry spirits starve.

Gleaves



The Colorado State Reformatory at Buena Vista was one of the "classrooms" for the block Crime and Punishment.

by Patti Kryzanowski

If you take a bird and put him in a cage, though he may sing, his song will not be as sweet as before. Fence a horse in a small corral, break him for riding, and you have broken his free spirit. When you lock a man up behind cold steel bars, take away his freedom, you have robbed him of a most priceless thing. Freedom is powerful.

Late in October a small group of Seminar students toured the State Reformatory at Buena Vista, staying two days. During this short time, we witnessed briefly how the institution was run.

The reformatory is currently operating under what is labeled as the "Incentive Program." The inmate or "resident" works on a progressive level of rehabilitation. As he progresses, his number of rights and privileges is increased. Under the "incentive" plan the inmate can either attend an academic school or a vocational school, both of which are located on prison grounds.

After a certain amount of time, depending on the severity of his crime and his behavior, the resident is reviewed by the parole board who decide if he shall be set free on parole or continue "serving time." We were able to attend several such hearings while we were there.

The most interesting part of the trip was the "rap session" we had with a group of prisoners. They told us about the reformatory, both the good and bad sides. And, they answered a lot of our questions.

The whole experience was really worthwhile, and I think it served to remind me how lucky I am to have my freedom.

Seminar Explores Crime

by Diane Clapper

"What is crime?" "What is punishment?" These were the questions that went through my mind when the Crime and Punishment block of Senior Seminar began. I was soon to find out. The first activity was spending either three days with the Adult Probation Department, three days with the Public Defender, or five days with the District Attorney's office. I had no idea what the function of the Adult Probation Department was, so I chose that.

It's hard to miss the huge new Judicial Building downtown with the new jail towering behind it, but few people realize exactly what goes on inside those doors. The number of dedicated people who are honestly trying to improve society is amazing.

After a short meeting with Mr. Livingston, the Chief Probation Officer, we were each assigned to work with a probation officer. I was lucky to get Mr. Zeller. He explained the job of a probation officer. My three days there were spent watching trials, seeing the large amount of paper work that must be done on every case, and realizing the many, many roles of the probation office. It was time well spent. I walked out of the doors on the third day with more knowledge about judicial proceedings than I ever had before.

Next came the tour of the Brockhurst Boys' Ranch. I had always thought of the Boys' Ranch as an orphanage for boys. How wrong I was! This establishment helps young boys straighten out before they get into serious trouble. The employees there are extremely dedicated and make the most of what little they have to work with. They face a great deal of opposition from outsiders, but their work continues.

A tour of the State Reformatory in Buena Vista, Colorado, was next on the agenda. The tour was given by three of the inmates, which gave it more meaning. The Incentive Program was explained to us and we toured the various levels (or wings) of the program.

We were also shown the school, the gymnasium, and the shops. A rap session with some of the inmates followed. They gave me many things to think about. Questions such as, 'Is the program really working?" and "Why are there so few qualified people working there?" went through my mind. I left with the feeling that something must be done to improve the rehabilitation aspect of institutions such as Buena Vista.

Finally, I was given the opportunity to sit in on Parole Board hearings. Due to the recent uprisings in the Canon City State Penitentiary, we were not allowed to tour the facilities, but I still learned a great deal just from the hearings. The most tragic aspect of the "Pen" is the absence of any form of rehabilitation. How can an institution make a man a better person when he has to carry a knife to protect his life from other inmates? What sort of rehabilitation is going on when the recidivism rate is close to 70%?

In three short weeks, I learned more aspects of our country's judicial system than could ever be put down in writing.

Senior Seminar provided the opportunity to uncover facts of our society today that no book ever written could do and gives a person the chance to actively participate in whatever field he is interested in. Isn't that what education is all about?

Wheat turns to flour as Kathy Stover takes a turn at the grinder.

History Comes Alive

by Jenny Holt

As Melody and I walked out of Westcliffe High School, after trying to find out how a small town school differs from one like Mitchell, we decided to stop by and see Mrs. Elze before returning to "the ranch." Mrs. Elze is the daughter of one of the first white settlers of the Wet Mountain Valley. Not only is she a walking history book, but she is also a spirited, keen witted, open individual.

After 80 years of living, this woman is still as lively as ever. Wearing a long "granny" dress, her hair neatly pulled back into a bun, she met us at the door and warmly welcomed us. Anxious to talk to us about the "old" days, we listened, captivated, to her stories of the mining history of nearby ghost towns.

After an hour and a half of story telling, she sat at her player-piano and we heard "Bringing in the Sheaves," an old religious song she memorized as a child. Not only could she play, but she also danced for us, a delightful sight we'll never forget. We then sat by her pot-bellied stove which warms the house and ate warm home-made cookies.

Mrs. Elze's hand-made quilts and floor mats decorated the house, and in the backyard a huge garden added to the illusion of the pioneer-type dwelling. High food costs were especially disturbing to her, but the garden eased the effect.

Added to the day-to-day living on our ranch itself, talking to Mrs. Elze helped us to better understand the pioneer way of life—the hardships and good times of those days.

Paul Muth works to reconstruct our abandoned ranch.

Seminar Alters First Impressions

by Laurie Roe

One of the things I've learned during Senior Seminar is that first impressions of people are hardly ever true. During a retreat at our future ranch site, I found myself making observations that later would be changed. Of course new experiences are always a little unsettling for most people. And they should be.

The rushed atmosphere at Mitchell seems to encourage snap judgements about people and their ideas. This in turn creates cliques, and the vicious circle is started.

This is one of the reasons I wanted to be in Senior Seminar. Also, I wanted the opportunity to try experiential learning – to go out and do.

At the retreat my impressions of people weren't bad; they were just formed from how I'd seen them at school, with whom, doing what, etc. . . In other words, I know I never saw them as they really were.

After the retreat we signed up for the group we wanted, according to the schedule of blocks, not just to be in the same group as your friends. When our group was together for the first time, I thought we were an odd mixture. It seemed that there was someone from every kind of clique at school. I was beginning to wonder. . . .

Writing this now, when Senior Seminar is almost over, those first impressions seem distant and humorous. I feel I've come to know people in my group as persons. No one should be judged by who they hang around with. The different blocks in Senior Seminar gave me a new outlook which has heightened my interest and awareness in many areas.

This is no program for people who expect to "goof off." Senior Seminar is a great program because you can't help but grow! Modular scheduling teaches a student responsibility in its own way as does Senior Seminar. You can only get out of experiences what you put into them. That may sound trite, but it's true.

I could write a lot more, but the key to experiential learning is just that – experience it.

Ranch Reflections

by Pat Wilburn

The rays were still lingering over the land as I decided to step out into the magical meadow of emerald clover and withering weeds. Here was where I spent ten days of trying to relive the pioneer experience with eleven other people – not teachers and students, just people.

From our rustic old cabin that was warmed by the black antique stove, the outside beckoned me. Most of the time we were together working – this was a good time to be alone.

Everything was amber and I had the feeling that I was walking along the misty moors of England. It was so still, I was conscious of everything. I felt a part of the meadow, not just a being walking on top of it.

As I turned homeward toward the log cabin, I was glad I had the opportunity to live in this kind of atmosphere for a while. I enjoyed living on a ranch with no running water, no electricity and being semi-secluded from the world for at least a little while.

Grand Canyon Becomes Classroom

Avoiding the cold and snowy peaks of the Colorado Rockies, Senior Seminar moved to the comparably warm and sunny Grand Canyon area in Arizona for the last two "Outdoor Challenge" blocks.

During the three week block, students and staff visited Mesa Verde to study Indian culture and hiked to the bottom of the Grand Canyon itself. Geology, ecology and a solo highlighted the five day stay in the canyon.

Tax problems puzzle Steve Reinhard during Dollar Power block.

'Dollar Power' Explores Business Community

by Ric and Kurt

Dollar Power turned out to be one of the most practical blocks in Senior Seminar. Through personal contacts with professionals in the business community, we were able to see just what was involved, for example, in setting up an insurance policy or taking out a loan.

In the beginning of the block we listened to many speakers on such topics as consumer fraud, life insurance, income tax and shoplifting. These speakers gave us an excellent background in the subjects studied in Dollar Power.

Using this knowledge, we filled out an income tax booklet, and figured out interest and time required to buy a television set on Master Charge. Other students gained information on banks and savings and loan associations, and determined which was the best as far as interest, gifts given, and special time requirements were concerned.

Towards the end of the three week block we focused our attention on individual projects. One person compared prices of over 75 items at local supermarkets. Others talked to store detectives, or managers, and read books on the problem of shoplifting.

This turned out to be one of the most informative and useful blocks of Senior Seminar. We were able to find out for ourselves the functionings of the business world.

Trash-a-Thon Helps Fund Seminar

How much trash can one expect to find along ten miles of streets in Colorado Springs? A ton? A hundred tons? Maybe more. Each spring, students who have signed up for Senior Seminar for the coming year come closer to answering that question than most people. For, on a certain Saturday in May, they participate in a ten mile Trash-a-Thon to raise funds for the Seminar.

Based on the idea of money pledged per mile walked while picking up trash, students canvas the city prior to the hike to gather at least $50.00 in pledges each. This money represents the amount each has agreed to earn toward the operation of the Seminar. Not only has the Trash-a-Thon proved to be a good money-maker for the Seminar; it has also helped to make Colorado Springs a little nicer for all who live here.

"Miles to Go Before I Sleep"

by Ron Layne

The sixteenth of September is a day I'll never forget (as much as I'd like to). It dawned bright and clear that morning, at least it did somewhere else. Where we were it didn't. It was cold, overcast and snowing intermittently. Dave and I had been "volunteered" to get up first and start the water boiling, and then wake everyone else up.

Soon everyone was up and looking forward to the day's journey. "Do we have to go?" "Why me?" "I don't want to go." These were some of the joyful indications of excitment one could hear throughout the camp. Everything was packed except the tents. When the weather cleared, we packed the tents and started on a mad dash (well sort of) to the pass.

As we slowly and sometimes painfully crawled up the rocky slope, it would snow intermittently. Amazingly enough, everyone was still in good spirits. Occasionally somebody would complain, "I quit," "Ron I hate you," or "I can't go any further." Always above the complaining and wind could be heard Ron screaming and shouting at us to go on. He knew what he was doing even though at times we didn't think so. At least he got us there, wherever "there" was.

We slowly trudged up the pass, through a small dark green meadow that in spring doubles as a tiny lake. We passed the area where the streams faded into the rocks, up over a boulder field and across talus slopes, until finally we stood on top of the pass – 12,600 feet.

Unbelievable as it may seem, we had made it on our own.

Behind us was the way we had come. In front of us lay the pathway to where we were going, and the way to the future.

Environment In Focus

by Roger Whitney

We stood on an outcrop of rock high above Running Creek, and dreamed. Down below we could see walls our eyes had never seen —soaking up the sunshine and providing warmth to the humans within. Deer and antelope would come near the shelter without hesitation to quench their thirsts, along with other wildlife that would romp and play in the surrounding forest. The earth would seem untouched, yet man would be living there, in harmony with nature. This is what we dreamed. . .

For I was standing with the students of the Wright-Ingraham Institute, a school of research to meet the needs of humans and the environment. They were studying the prairie, the forest, the creek – to determine what shelters man could build there that would not take from the earth, but actually share with its resources. I, along with four other Seminar students, had the unique opportunity to learn with them in this brief week.

What a tremendous experience—to see a dedicated group of individuals strive to make this world a better place to live. And through sharing all our ideals, we found once again that the world will be a better place. Because now it is dependent upon the strivings and efforts which you and I make. This is Why–Man Creates.

It's hard to leave a life you love
and adjust to "Normal" living
to leave behind simplicity
and replace it with the complex
to take walks under street
lamps
instead of under stars
to replace close friends
with rooms full of strangers
It's hard
Harder than I ever thought.

Rich Vanderwett

There is a world apart from our world that few people really know about.

The feeling of really knowing yourself and awakening to a new challenge every day and most of all to really experience being afraid.

Melody Klafka

Seminar students pause below 12,600 foot pass.

Outdoor Challenge Sharpens Skills and Confidence

by Patti Kryzanowski

With four days of preparation out of the way our Outdoor Challenge group was on its way to the Gore Range, a group of spectacular gray mountains close to Vail and Breckenridge. For the next ten days we would be living in tents, eating on the ground, choosing from the food we had tucked away in our heavy packs, and walking during the day to new campsites. We would also do a rappel, cross a 12,600 foot pass, construct a zip line across a small stream, and solo for two days and two nights.

During the ten day trip we camped in some of the most breathtaking spots imaginable. We were often in rich green valleys, from which towering gray mountains capped with last winter's snow rose powerfully. One such site was near Boulder Lake, a turquoise lake which caught the morning sunlight and sparkled as the wind blew. The familiar steel gray peaks rose from the water's edge and surrounded the large valley in which we were camped. Mingled in those valleys below us, the yellow and orange aspens contrasted deeply with the emerald green pines.

My experience on solo was quite a meaningful one mainly because it was the first time I had ever been without the company of other people. The weather was exceptional and I spent my time basking in the warm sun like an overgrown house cat who sits on the windowsill with her eyes barely open, thinking. I sang a lot, and that helped to fill the quiet around me. I hadn't realized, until then, how noise had become such a part of my life. And I was appreciative of the quiet gurgling of the nearby stream and the wind as it played in the tops of the tall pines.

Being united with the group again gave us occasion to relate our experiences. "Did you cry?", "I was scared at night," and "I almost starved to death because some squirrels stole my food," were some of the comments I can recall.

On the last day, everyone's spirits had lifted and our packs were lighter than before. With mixed emotions we started home—sadness because we were leaving the solitude of the mountains to return to a city of cement and cars, and joy because we were longing to be united with families and friends.

135-ft. Rappel

Action Overcomes Fear

by Linda Stoddard and Jenny Holt

We woke up to a fairly sunny morning. This was certainly a welcome sight after the cold snow the day before as we hiked over the pass. At the same time we were anxious and scared of the rappel which was planned for that day. After breakfast we started up the boulder fields in order to reach "our" cliff. It took quite a while to climb over the boulders because of the steep incline and large, loose rocks. Once at the top we clipped into a safety rope, and one by one climbed to the edge of the cliff. We were all a little shakey just sitting on the ledge waiting for our turn while listening to the encouraging words from Ron. Finally the moment came, and it took a lot of courage to even stand up. Once the rappeller was locked into the cariblners, the belayer signalled – "all ready." It was time to start the journey down.

The first reaction that set in was one of panic and terrifying fright. Standing on the edge, looking straight down 135 feet, I felt like it was the last thing on earth that I wanted to do. As Ron was trying to encourage me to go on with words such as: "You'll really like it after . . .," "Everybody's scared at first," and "Just calm down and take it easy," all I could think of was "Ron, I hate you!" and "Please, I really don't want to go." But seeing there was no way out of it, I took a deep breath, and with a few tears and a lump in my throat I backed off the cliff. Soon my feet could no longer touch the side and I was dangling in the air. The wind made me turn slowly in circles and I could see the beautiful view of the lake, forest, and mountains of the Gore Range. Most of the panic was over and I started to realize what Ron had meant about its being one of the most thrilling experiences one could ever have. Now, almost to the bottom, John was a welcome sight. Once unhooked, sitting with others, watching others come down, I couldn't believe I had actually done it, while at the same time I wanted to do it again.

Now, looking back, the rappel was one of the highlights of the entire Gore Range experience and something I'll remember the rest of my life.

Thanks, Ron, for making me go through with it!

Why Climb a Rock?

by Mari Bullock

...I was terrified then, and a few waves of fear still come back remembering rock climbing that afternoon in Cheyenne Canyon.

I have always been sort of scared of heights, but being supported by a rope and a diaper contraption around my waist and thighs brought my fright to a peak. I sincerely did not want to pull myself up the side of a rock just to play with my nerves. I did okay the first five feet, then my legs and hands went into seizures of trembling. My hearing was limited to the throbbing of my pulse. When people below me would say, "You are okay, Mari," I'd look down and see my life pass before my eyes. My feet slipped, my hands forgot their control for gripping . . . but somehow I made it.

What was equally bad or worse was rappelling down. The person rappelling controls the speed at which he comes down by releasing a rope running through his hands. I kept wondering why I wouldn't move, and it came to me little by little that it was because I wouldn't let myself. When I made it to the bottom, I found I had lost any sense of vocabulary I had ever had, but I knew I had made it. I was still in one piece and physically all right.

Senior Seminar has been like that many times for me in many different senses. There were mental challenges I was faced with, but I made it. It wasn't always easy. Many intangibles come with the experiences I've been through —and there's no way I will forget any of them.

Navajo Studies Highlight "The Other America"

For thirteen Senior Seminar students, the block "The Other America" meant an intense personal experience with the culture and history of the largest Indian tribe in America – the Navajos. Seven students achieved this close contact by spending a week at Rough Rock Demonstration School in the heart of the Navajo Reservation in Arizona. The other six acted as hosts for a group of Navajo students who spent seven days in our city.

These experiences were a vivid study of contrasts – the fifteen miles of muddy, chuck-hole filled road leading across the desert to Rough Rock and the crowded, super highways of Colorado Springs. But similarities in terms of overcrowded conditions and a desire to do something different also were evident between Rough Rock School and Billy Mitchell. Rough Rock is determined to show the Bureau of Indian Affairs that Navajos can educate their own, and Mitchell struggles to maintain that education need not fall into "stuffy tradition."

In neither case was the aim to mold or convince, but simply to experience and learn from the other. Both groups eventually returned to the life that was theirs, but not without new perceptions of "The Other America."

For Melody Klafka, solo meant time to spend with her journal.

Solo: Individuals Heighten Awareness of Selves

by Liz Murata

One of the most rewarding experiences in the block "Outdoor Challenge" was the two day solo. This was a personal experience where each student was placed in an area by himself. We took no food or books–in fact all we had were sleeping bags and two canteens of water.

The reason I felt that solo was so worthwhile was that it gave me an opportunity to learn about myself. I was all alone and had time to really listen to my inner feelings about life and my relationship with it. I loved solo because it made me feel so close to God.

I had no one else to talk to so I talked to Him, and I don't mean just a one-sided conversation because He talked back. I realized God does speak to me if I just give Him a chance to answer. It was just beautiful to be all alone and view nature and the peace and unity that exist there. It reminded me of the peace I have inside because of God's gifts to me. I feel this one experience has added greatly to the faith I have in Christ and has shown me where I stand with Him and with others around me.

Because Solo was such a great experience for me, I feel every person should have a chance to try a two-day solo. It is an experience that helps one learn about one's self and his relationships with others.

Seminar Broadens Horizons

by Barb Cromer

We hiked together, cooked and ate together, suffered and laughed together and . . . changed together.

Four months have passed since the beginning of Senior Seminar and, as part of this closely knit group, I have become aware of the changes in fellow Seminar students and myself.

Because of situations in Seminar blocks which stressed group coordination and brought students into areas to which they had previously been unexposed, eyes have been opened to some of the realities in life. Through having to participate in activities which placed demands upon individuals' initiative and abilities, Seminar has also helped some students to gain confidence in themselves and in their relationships with others. In concentrated learning situations where a high level of sharing and communication between students is marked, it is inevitable that expansions in learning about one another will be made.

These changes have been slow – most of them small. But in comparing the differences in personalities from the beginning of the Seminar to the end – the added awareness, sensitivity and receptiveness to new ideas, one cannot help but think that Senior Seminar has been worth its time – if only for these added perceptions of life. . .

Spotlight On Creativity

by Lynda Schroeder

During our "Why Man Creates" block each student had a variety of experiences in the world of creativity. Each student attended the Denver Art Museum, an art show in Denver, the Colorado Springs Fine Arts Center, and made at least one personal contact in the community. The contacts included experiences with Justin Tarr, a former T.V. actor, who worked with the students on drama techniques, to Charles Ansbacher, director of the Colorado Springs Symphony; from Marty Swanger, who taught the students how to batik, to LaMar Kelsey, an architect who exposed the students to the creative aspects of architectural design.

Other community professionals included Don Greene, a metal sculptor, who took some students to the city dump for their materials and then returned to his studio to assemble their own sculpture; Sophie Cowman, an artisan in Manitou, who worked with some students with clay, wood, brass and macrame; and Lou Tilley, a photographer who helped five students direct, film and edit their own movie. Several students worked for a full week with the Wright-Ingraham Institute operated by Liz Wright Ingraham, daughter of the late Frank Lloyd Wright. The students participated in a variety of experiences related to land use, including surveying, weather monitoring, a watershed tour and a seminar.

Various performances in town and in Denver were attended by the students, including "Twelfth Night" at Colorado College, the Colorado Springs Symphony, "Oklahoma" at the Colorado Springs Fine Arts Center, films of the Bolshoi Ballet and the Krasnayarsk Dance Company from Siberia in Denver.

All the students and faculty participated in the "Parade of Fools," an evening of creative expression for everyone's enjoyment. People sang, danced, played the harmonica and guitar, read poetry, did comedy skits, magic tricks, etc.

Finally, everyone did a project, written or otherwise, to express, in their opinion, "Why Man Creates."